

Architecture and Infrastructure/Framework

Archistructure™

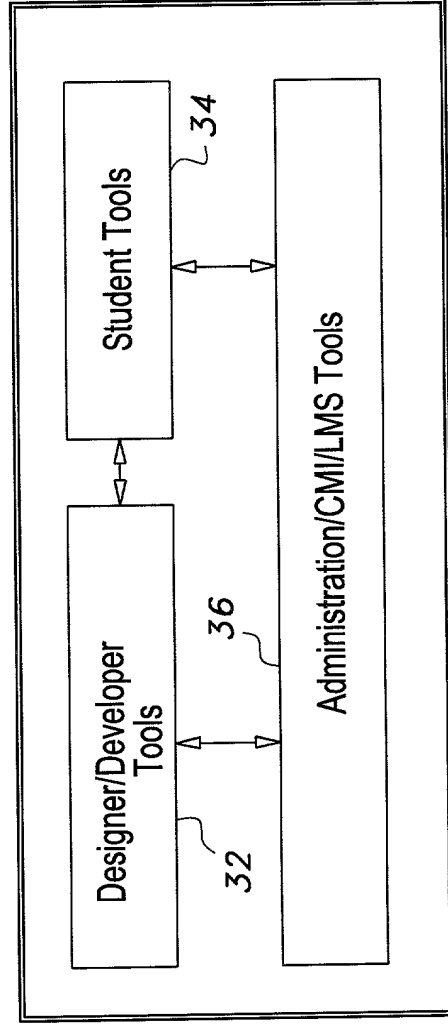


Fig. 1A

Designer/Developer Tools

Architecture and Infrastructure/Framework Archistructure™

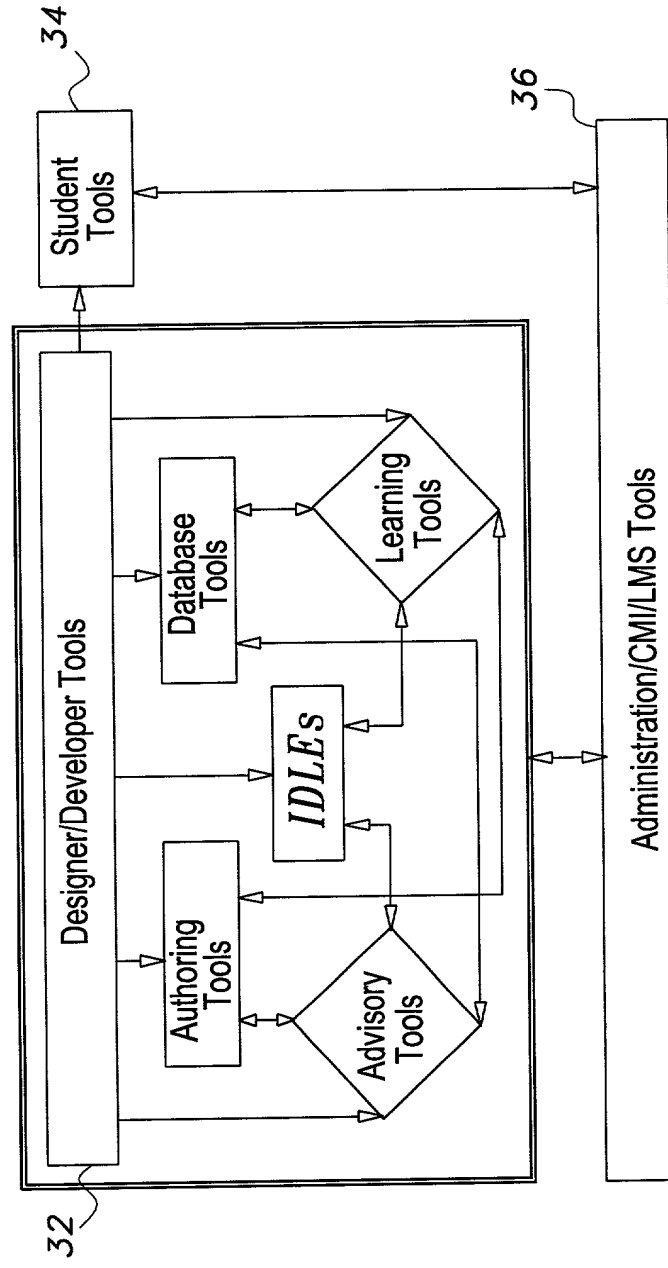


Fig. 1B

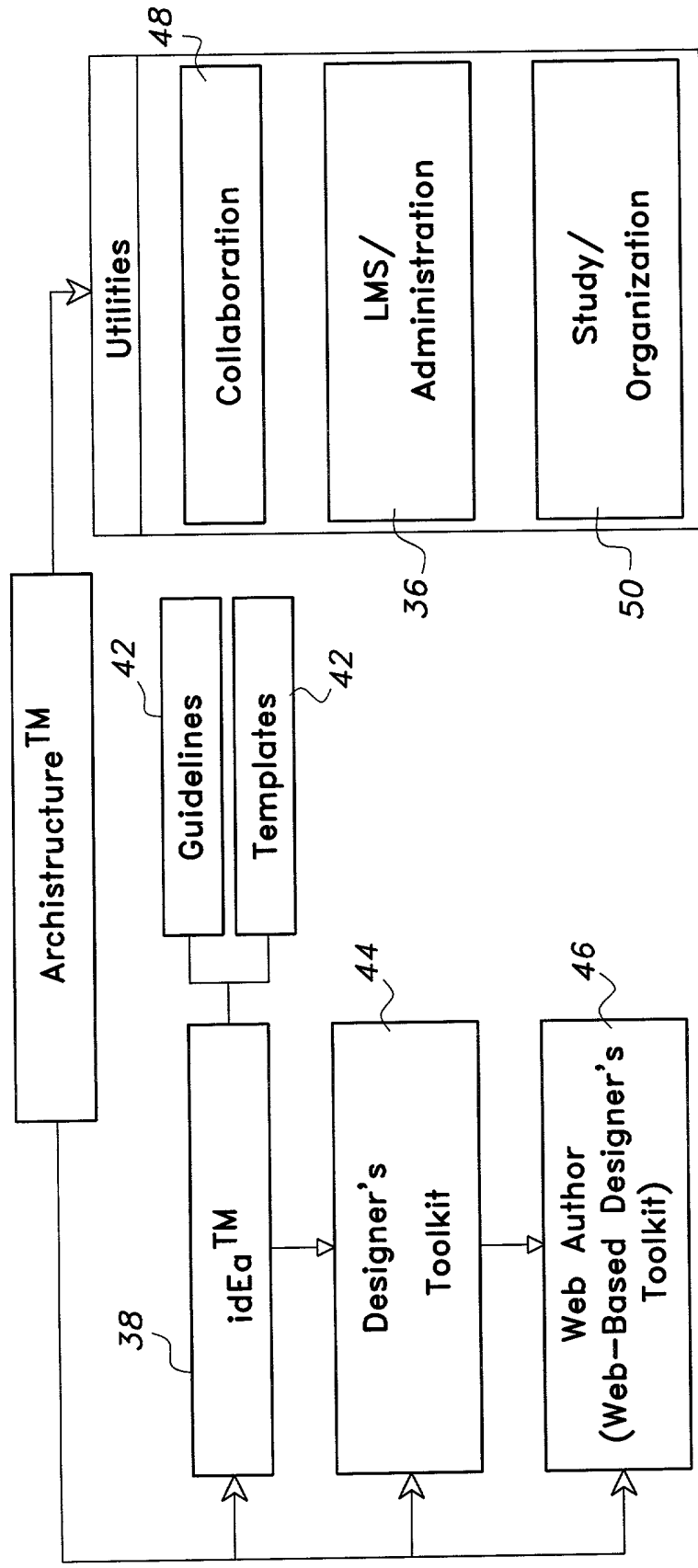


Fig. 1C

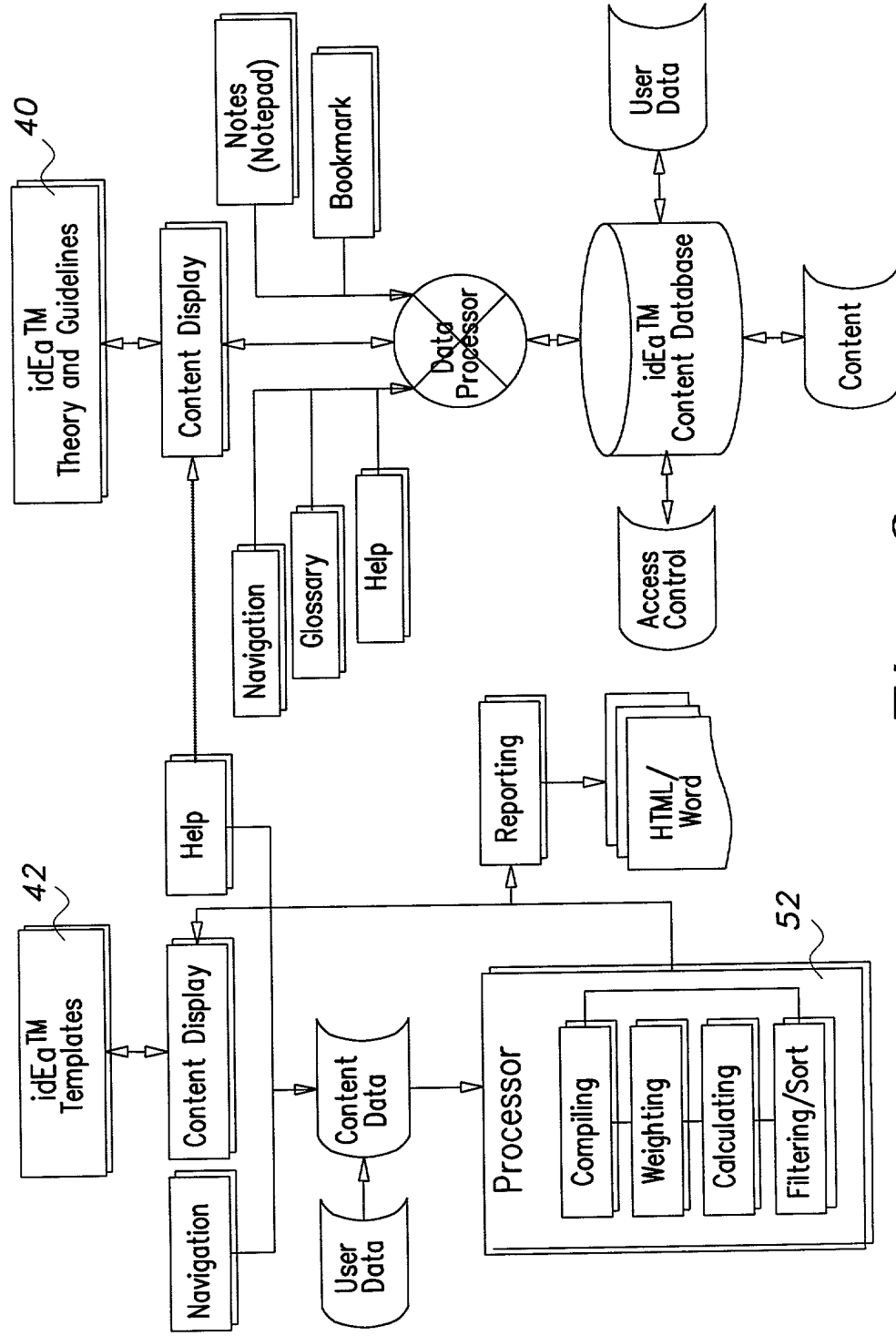
idEaTM Architecture and Infrastructure/Framework

Fig. 2

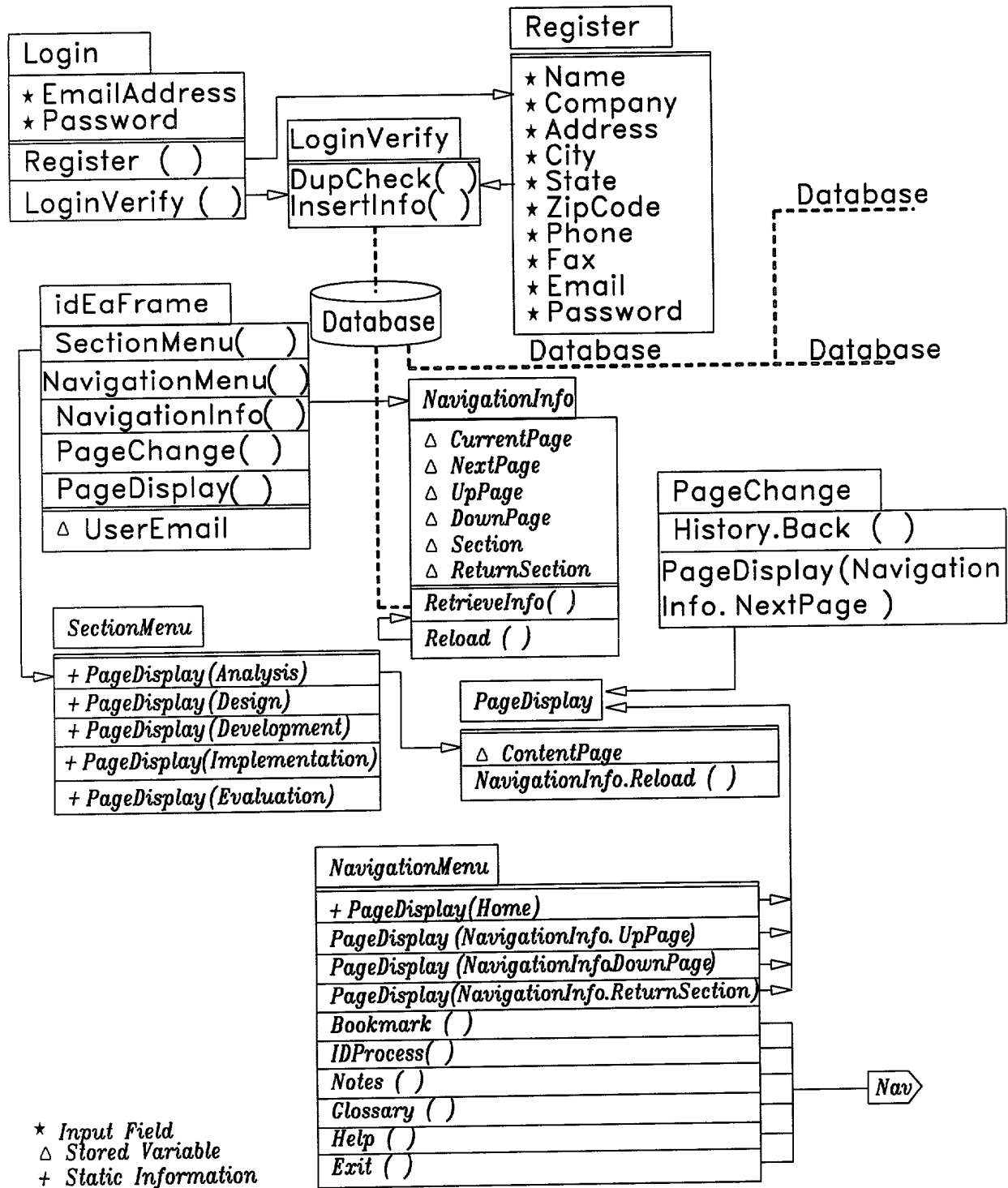


Fig. 3A

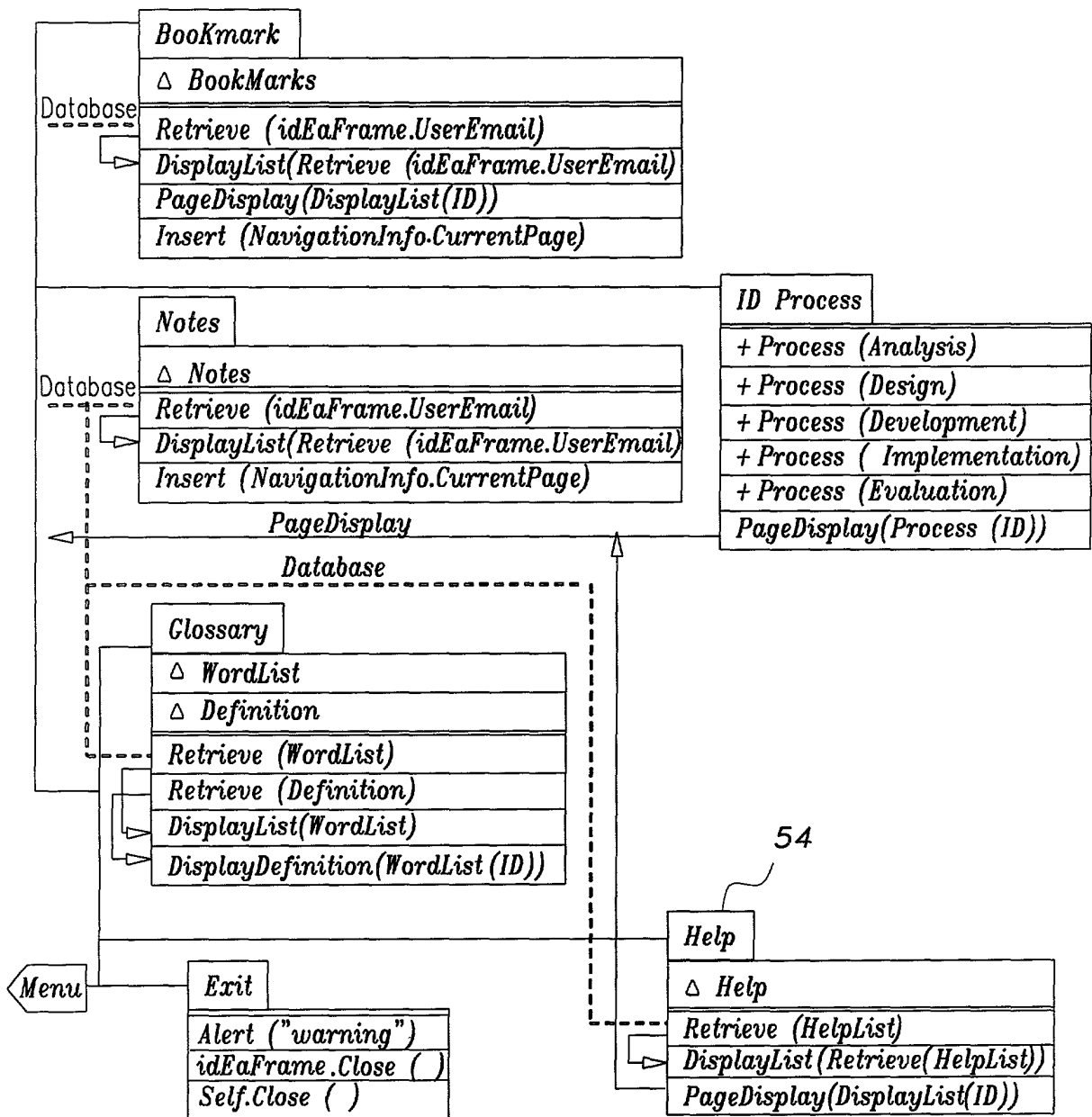


Fig. 3B

Guidelines Database

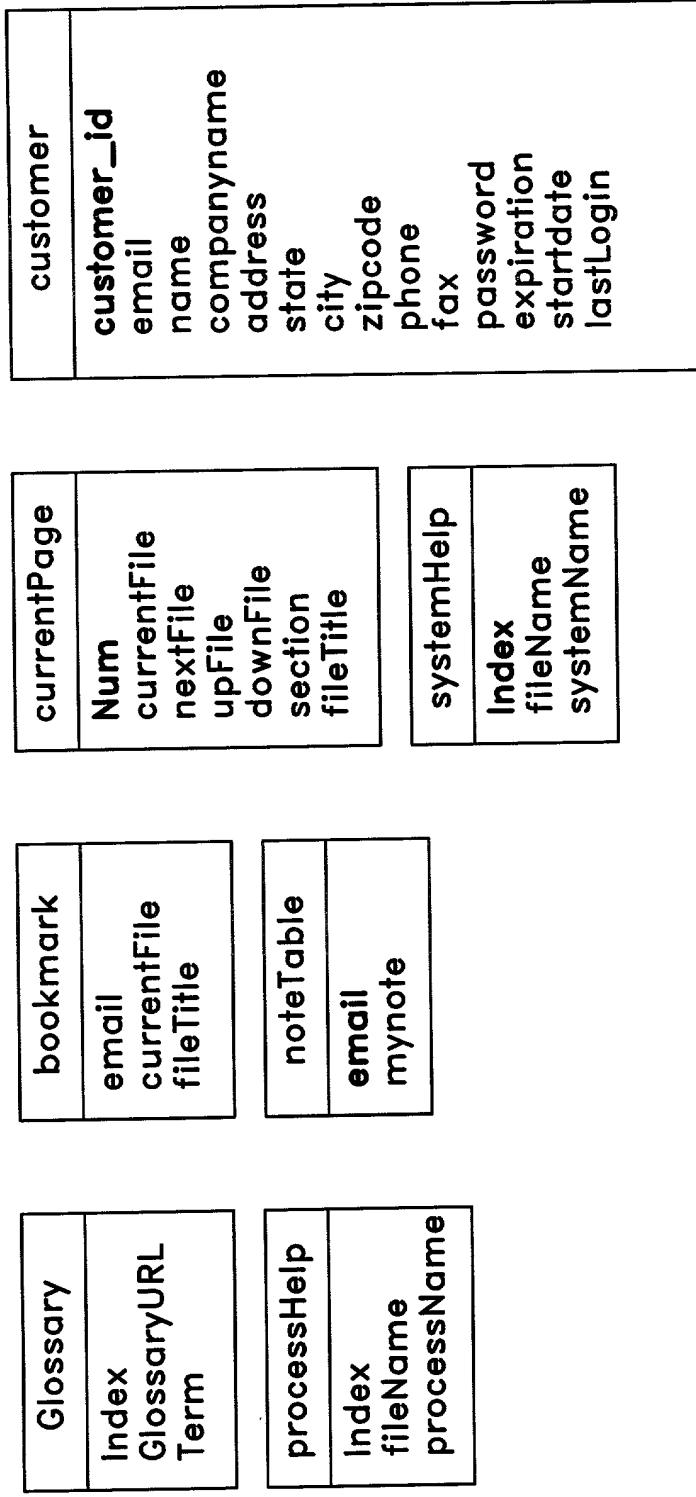


Fig. 3C

The Instructional Design Process Diagram

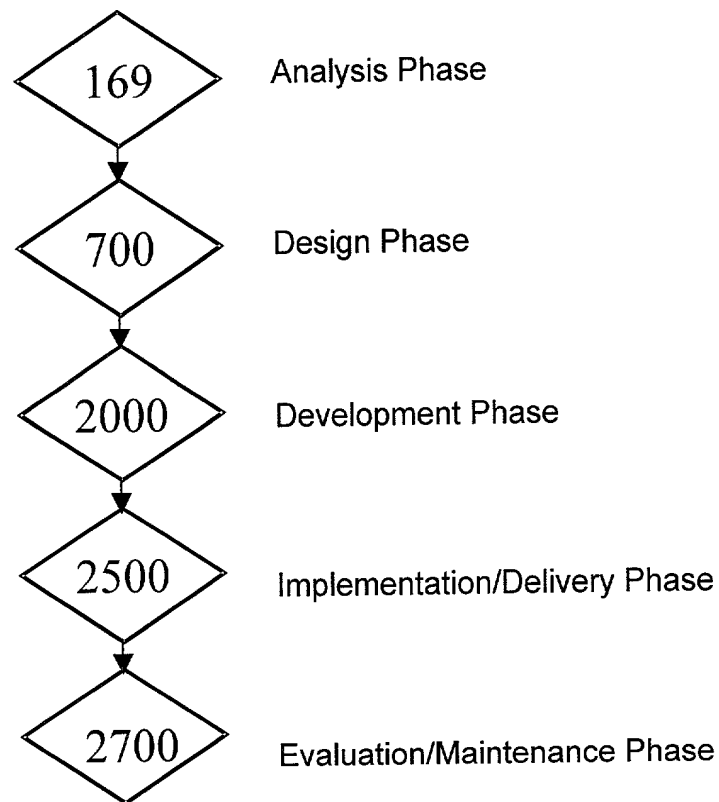


Fig. 4A

Analysis

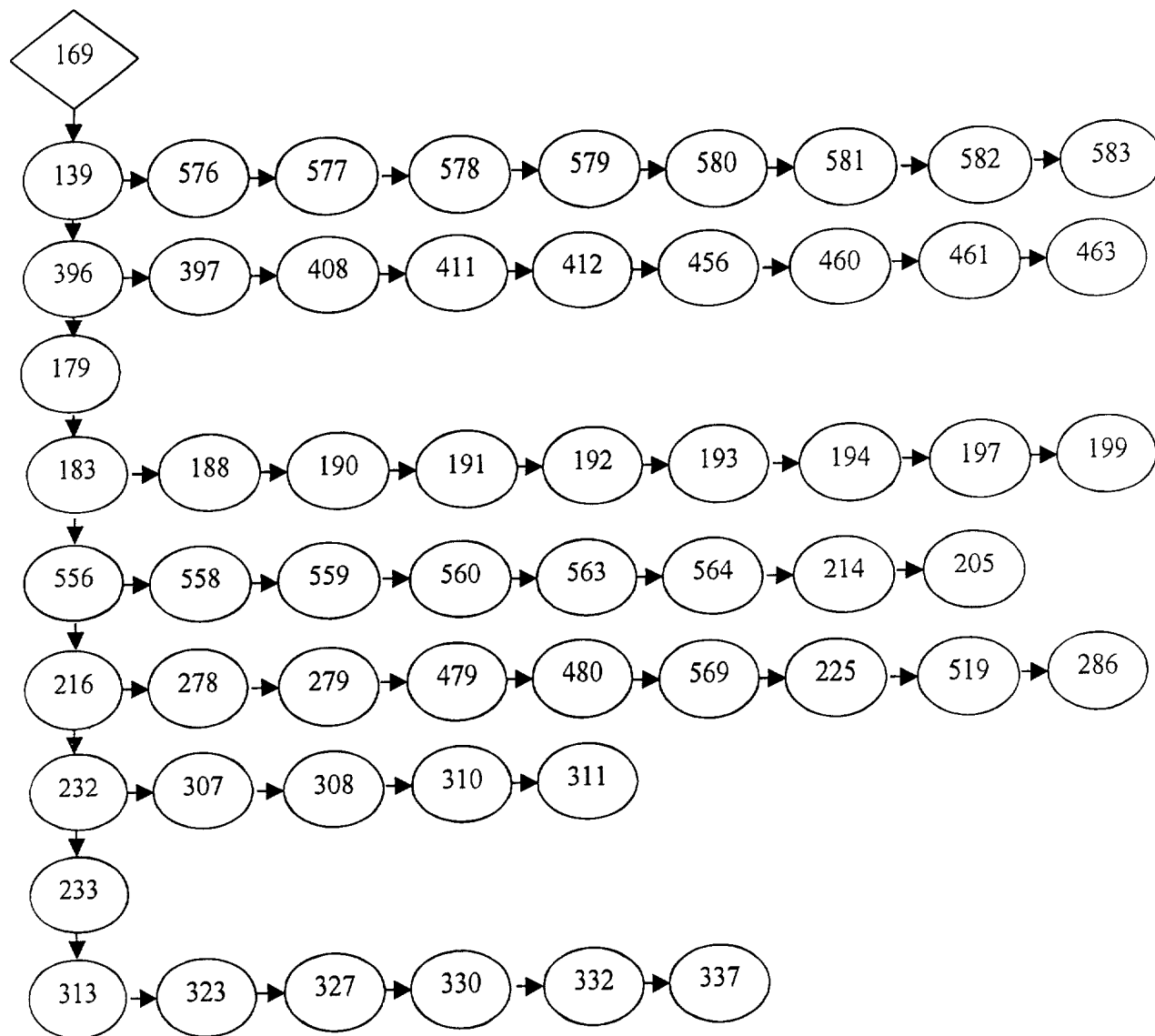


Fig. 4B

ID Process Diagrams – Analysis

| Screen No: | Title |
|------------|--|
| 169 | Phase I: Analysis |
| 139 | Needs Assessment |
| 576 | Determine the Purpose of the Needs Assessment and How the Results Will Be Used |
| 577 | Decide on the Scope of the Needs Assessment and the Methodology You Will Use |
| 578 | Decide Whose Needs Are to be Assessed |
| 579 | List All the People Who Have Information About the Needs |
| 580 | Decide Who Will Perform the Assessment |
| 581 | Determine the Best Method for the Assessment |
| 582 | Conduct the Assessment |
| 583 | Develop a Needs Assessment Report |
| 396 | Conduct Needs Analysis |
| 397 | Define Learning Variables and Learning Constraints |
| 408 | Select Tasks Appropriate for Training |
| 411 | Determine Data Collection Method |
| 412 | Determine How to Gather Data |
| 456 | Interpret Data |
| 460 | Is Training Needed? |
| 461 | Yes- Training Is Needed |
| 463 | Are There Other Solutions That Would Help the Problem? |
| 179 | Education Analysis |
| 183 | Learning Analysis |
| 188 | Examine the Situation |
| 190 | Determine Causes of Performance Problems |
| 191 | Identify Required Knowledge and Skills |
| 192 | Build a Learning Hierarchy |
| 193 | Identify and Categorize Types of Learning |
| 194 | Determine Level of Learning Needed |
| 197 | Identify Prerequisite Knowledge and Skills Required |
| 199 | Results of Learning Analysis |
| 556 | Analyze the Job |
| 558 | Analyze the Job and the Learner Audience |
| 559 | Write Performance Statements |
| 560 | Identify the Tasks That Make Up the Job |
| 563 | Identify Performance Deficiencies for Each Task |

Fig. 4C

| | |
|-----|--|
| 564 | Develop and Write Task Performance Statements |
| 214 | Determine if Training Is Appropriate |
| 205 | Task Inventory |
| 216 | Task Analysis |
| 278 | List of Tasks Selected for Training |
| 279 | Criteria to Develop List of Tasks to Train |
| 479 | Analyze the Job Task or Content |
| 480 | Identify Knowledge and Skill Requirements of Various Tasks |
| 569 | Work With Job Holders and Consider Important Points |
| 225 | Identify Subtasks |
| 519 | Define the Behaviours or Performance |
| 286 | Documentation For Your Decision |
| 232 | Learner Analysis |
| 307 | General Information About Learners |
| 308 | Learner Characteristics |
| 310 | Learner Differences |
| 311 | What Will You Do With the Results of the Learner Analysis? |
| 233 | Resource Analysis |
| 313 | An Analysis of Existing Courses |
| 323 | Locate Existing Courses |
| 327 | Compare Job Analysis |
| 330 | Compare Task Selection |
| 332 | Compare Job Performance Measures |
| 337 | Summary Listing of Courses Analyzed |

Fig. 4D

Design

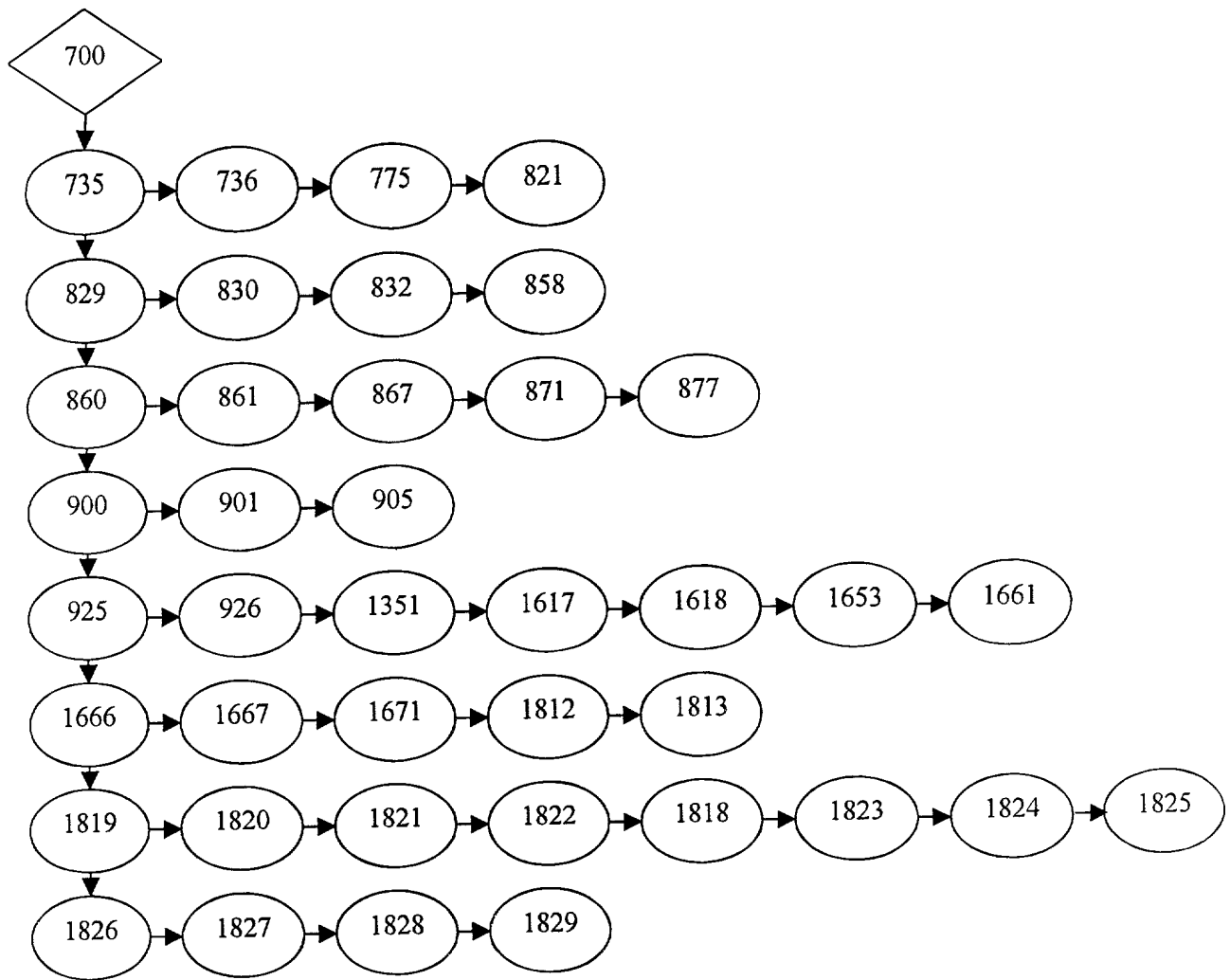


Fig. 5A

ID Process Diagrams – Design

| Screen No. | Screen Title |
|------------|---|
| 700 | Design |
| 735 | Write Objectives |
| 736 | Distinguish Objectives from Goals |
| 775 | Write Performance Objectives |
| 821 | Judge Statements of Learner Outcomes |
| 829 | Analyze the Learning Environment |
| 830 | Analyze Characteristics of the Instructional Setting |
| 832 | Determine Instructional Resources |
| 858 | Judge Environmental Analysis |
| 860 | Sequence Instruction |
| 861 | Specify Sequence of Learner Activities |
| 867 | Prioritize Objectives |
| 871 | Cluster Objectives |
| 877 | Sequence Objectives |
| 900 | Examine Instructional Strategies and Methods |
| 901 | Define Entry Knowledge |
| 905 | Select Appropriate Instructional Strategies and Tactics |
| 925 | Select Delivery Systems/Instructional Strategies |
| 926 | Select Delivery Systems |
| 1351 | Select Strategies/Methods |
| 1617 | Narrow Down Media Choices |
| 1618 | Evaluate Existing Instructional Materials and Resources |
| 1653 | Adapt and Use Existing Instructional Resources |
| 1661 | Plan the Production of Material |
| 1666 | Evaluate Instructional Outcomes |
| 1667 | Plan and Conduct a Formative Evaluation |
| 1671 | Write Test Items |
| 1812 | Revise Materials Based on Evaluation |
| 1813 | Evaluate Formative Evaluation Plans |
| 1819 | Manage Instruction/Training Efforts |
| 1820 | Plan the Components of A System |
| 1821 | Manage an Instructional Organization |
| 1822 | Evaluate the Management System Organization |
| 1818 | Conduct a Cost-Benefit Analysis |
| 1823 | Build a Team of Personnel |

Fig. 5B

- 1824 Develop a Record-Keeping System
- 1825 Use Appropriate Computer Tools for Management Tasks
- 1826 Monitor Instruction/Training Programs
- 1827 Identify the Sequence of Tasks
- 1828 Evaluate Project Plan and Timeline
- 1829 Plan and Coordinate Logistical Support

Fig. 5C

Development

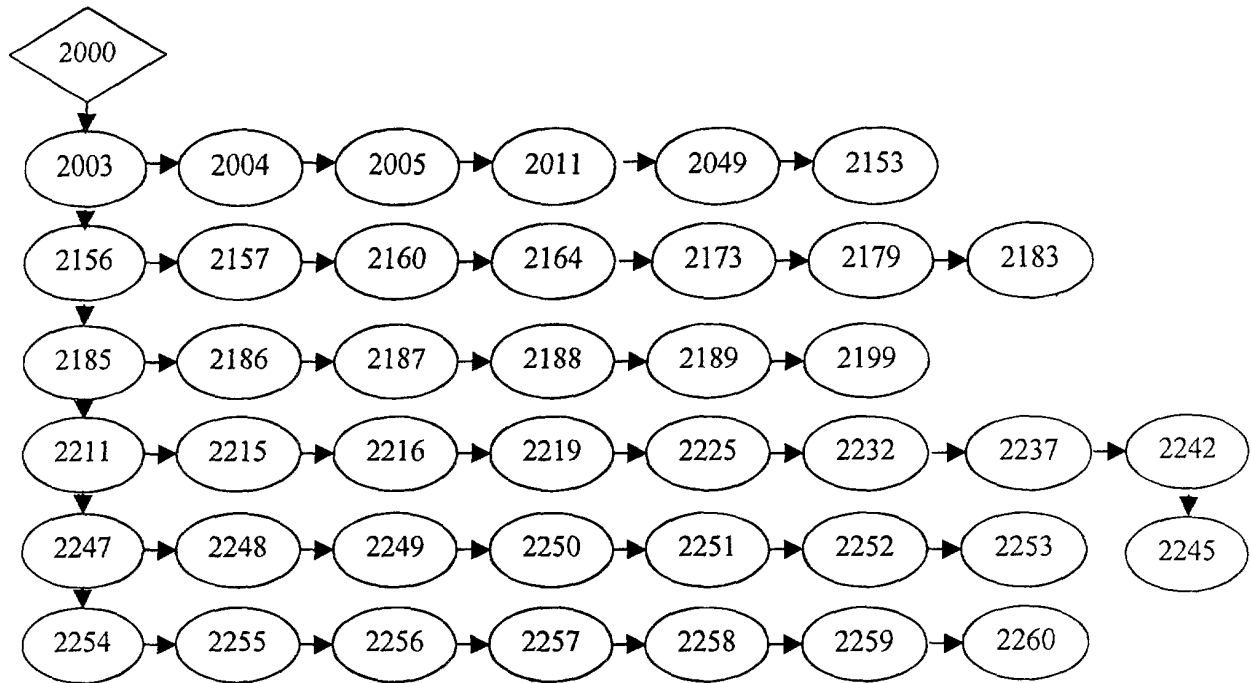


Fig. 6A

ID Process Diagrams – Development

| Screen No. | Screen Title |
|------------|---|
| 2000 | Development |
| 2003 | Develop Instructional Materials |
| 2004 | Develop Learning Guidelines and Objectives |
| 2005 | Identify General Learning Objectives |
| 2011 | Classify Each Learning Objective |
| 2049 | Identify Specific Learning Guidelines |
| 2153 | Specify Learning Activities |
| 2156 | Develop Existing Instruction That Meets Objectives |
| 2157 | Collect Existing Material |
| 2160 | Evaluate Existing Materials and Learner Characteristics |
| 2164 | Evaluate Existing Materials and Learning Guidelines |
| 2173 | Evaluate Existing Materials and Delivery Systems |
| 2179 | Evaluate Existing Materials and Management Plan |
| 2183 | Make Required Revisions |
| 2185 | Develop New Instruction |
| 2186 | Identify Instructional Needs and Constraints |
| 2187 | Identify Available Resources |
| 2188 | Develop Instruction for Learning Environment |
| 2189 | Pretest First Draft Materials |

Fig. 6B

| | |
|------|--|
| 2199 | Prepare User Instructions |
| 2211 | Develop A Plan That Demonstrates Behavior |
| 2215 | Develop Learner Management Plan |
| 2216 | Develop Instructor-Managed Instruction Plan |
| 2219 | Develop Contingency-Managed Instruction Plan |
| 2225 | Develop Peer-Managed Instruction Plan |
| 2232 | Develop Computer-Managed Instruction Plan |
| 2237 | Develop Media-Managed Instruction Plan |
| 2242 | Develop Learner-Managed Instruction Plan |
| 2245 | Develop Combination Plan |
| 2247 | Develop Learning/Instruction Messages |
| 2248 | Write or Edit Instructional/Learning Materials |
| 2249 | Develop Training Job Aids |
| 2250 | Prepare Verbal Presentations |
| 2251 | Develop Conceptual Models |
| 2252 | Develop Effective Visual Communications |
| 2253 | Write Effective Documentation and Training Texts |
| 2254 | Demonstrate Various Behaviors |
| 2255 | Assess the Needs and Goals of a Group |
| 2256 | Demonstrate Interpersonal Behaviors |
| 2257 | Consult with Clients and Contract for Service |
| 2258 | Adapt Behaviors to Different People |
| 2259 | Help Learners Recognize and Understand Personal Needs and Values |
| 2260 | Interview or Question Individual for Information |

Fig. 6C

Implementation/Delivery

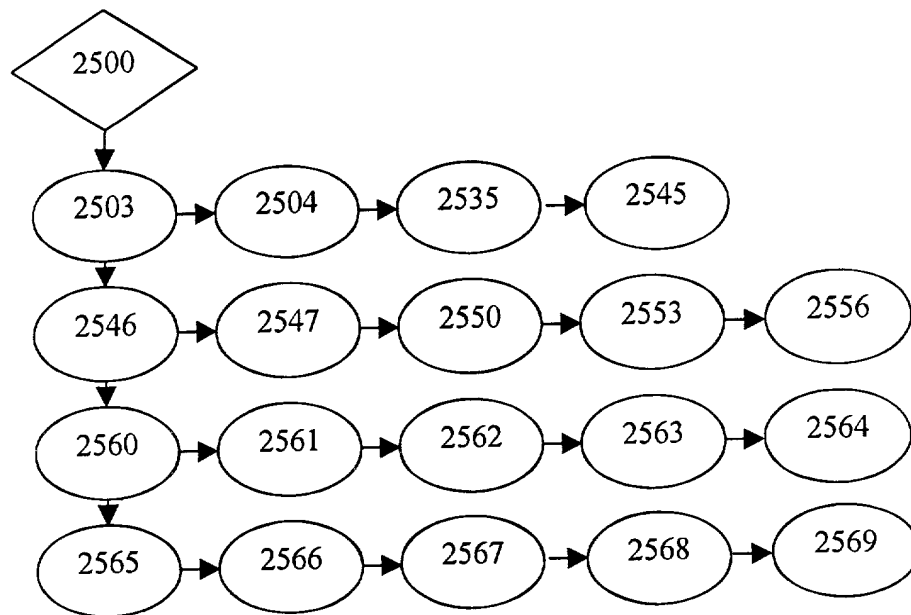


Fig. 7A

ID Process Diagrams – Implementation/Delivery

| Screen No. | Screen Title |
|------------|---|
| 2500 | Implementation/Delivery |
| 2503 | A Guide that Promotes Instructional Development and System Strategies |
| 2504 | Implement the Instructional Management Plan |
| 2535 | Conduct Instruction |
| 2545 | Complete the Learning/Training Program |
| 2546 | Directions to Implement the Learning Environment/Training |
| 2547 | Resources |
| 2550 | Interface |
| 2553 | Navigation |
| 2556 | Testing and Feedback |
| 2560 | Promote Instructional Development and System Strategies |
| 2561 | Select, Develop, and Use Research and System Strategies |
| 2562 | Scan, Synthesize, and Draw Conclusions |
| 2563 | Write Effective Reports |
| 2564 | Use Computer-Based Tools |
| 2565 | Implement a Learning Management System (LMS) |
| 2566 | What Is a Learning Management System |
| 2567 | Features of an LMS |
| 2568 | Benefits of an LMS |
| 2569 | Selecting an LMS |

Fig. 7B

Evaluation/Maintenance

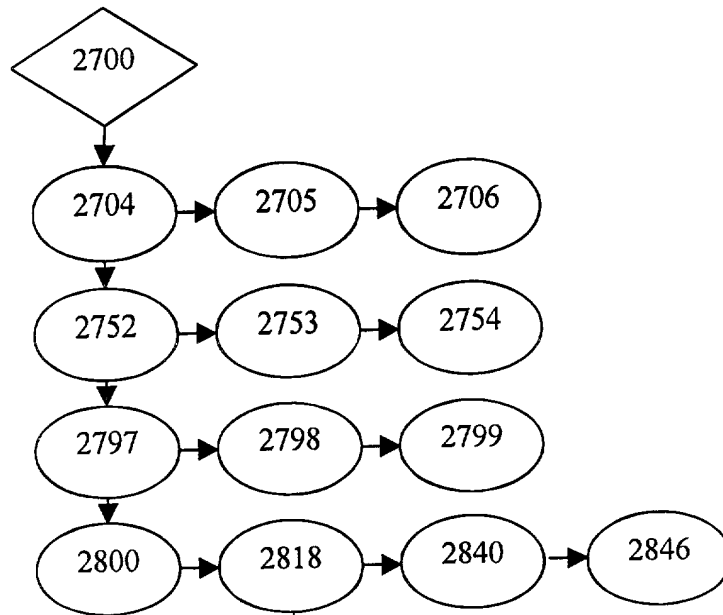


Fig. 8A

ID Process Diagrams – Evaluation/Maintenance

| Screen No. | Screen Title |
|------------|---|
| 2700 | Evaluation/Maintenance |
| 2704 | Internal Evaluation (During Implementation/Delivery) |
| 2705 | Level 1 – Reaction Evaluation |
| 2706 | Level 2 – Learning Evaluation |
| 2752 | External Evaluation (After Implementation/Delivery) |
| 2753 | Level 3 – Behavior (Transfer to the Job) Evaluation |
| 2754 | Level 4 – Impact on Business Results Evaluation |
| 2797 | Products of Evaluation |
| 2798 | A Plan to Provide for Human Resources Development |
| 2799 | A Plan to Maintain a Professional Orientation |
| 2800 | How to Conduct Evaluation (Using Kirkpatrick’s Evaluation Model) and Develop a Maintenance Plan |
| 2818 | Revise Training Program |
| 2840 | Provide Human Resources Development in an Organization |
| 2846 | Maintain a Professional Orientation |

Fig. 8B

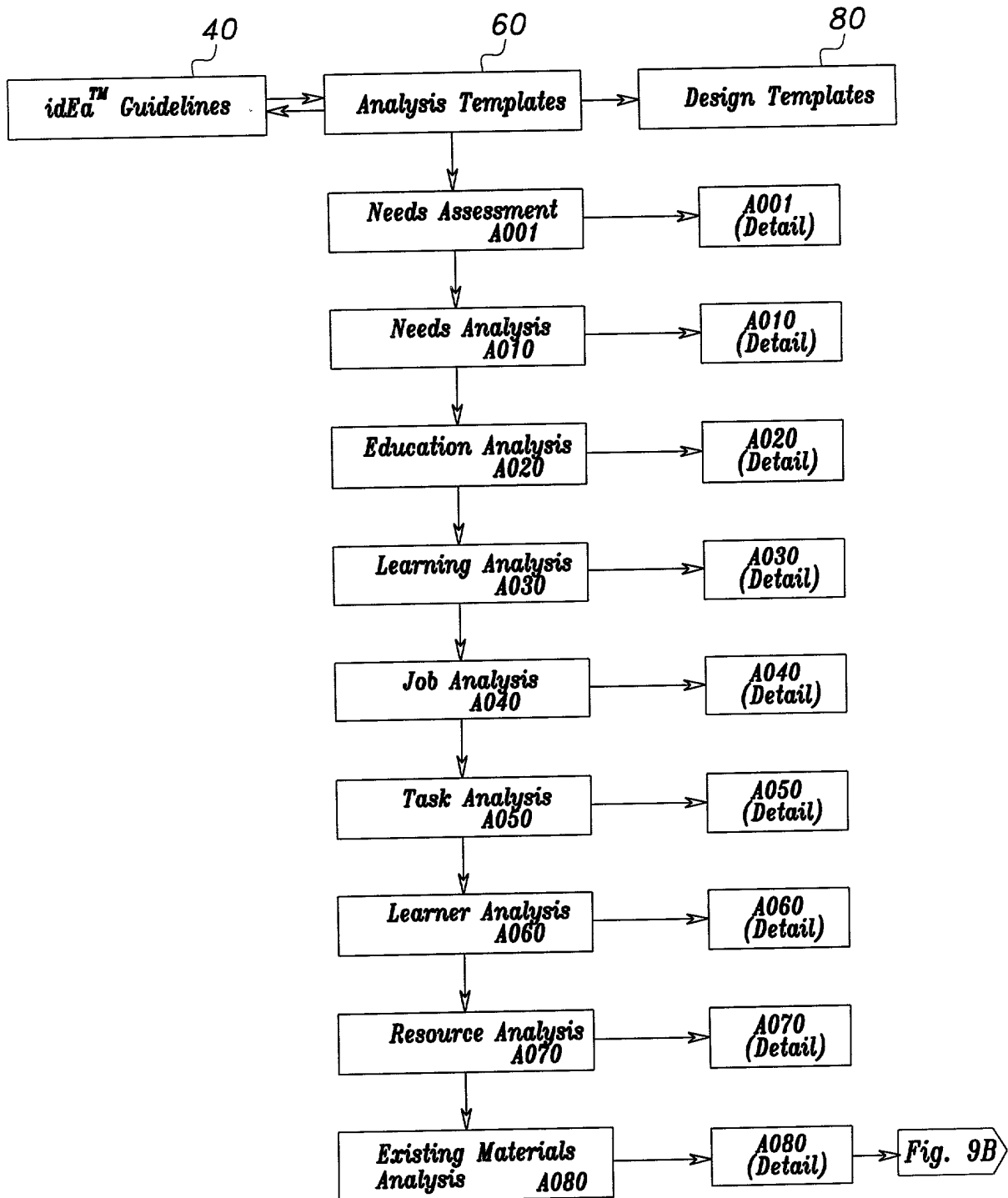


Fig. 9A

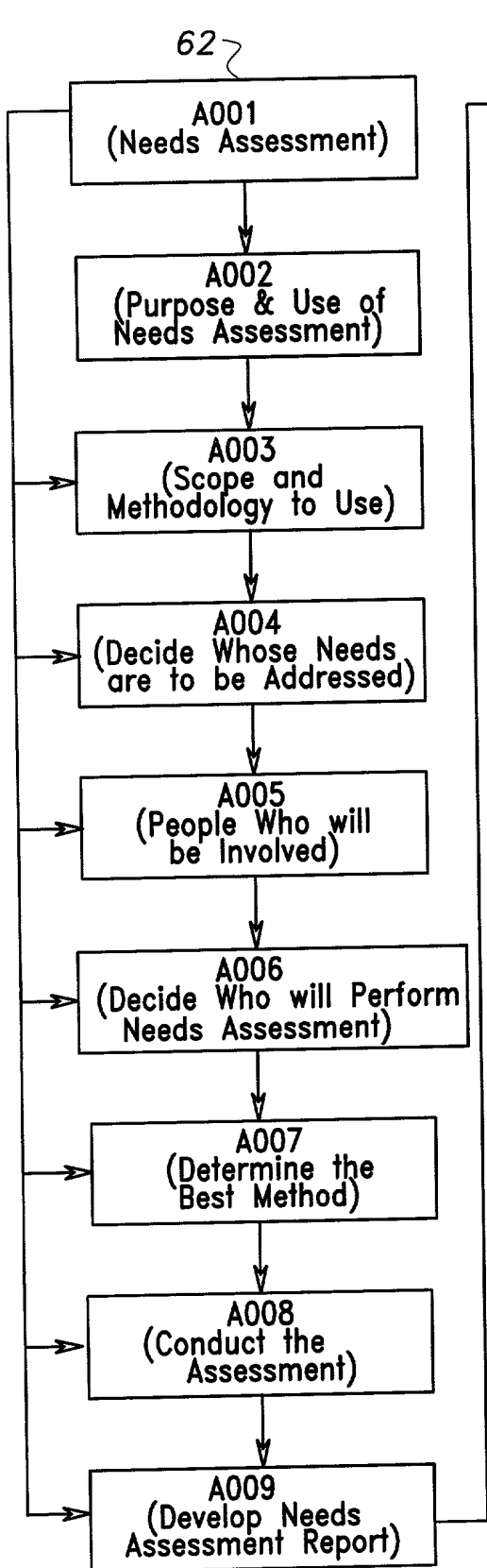


Fig. 9B

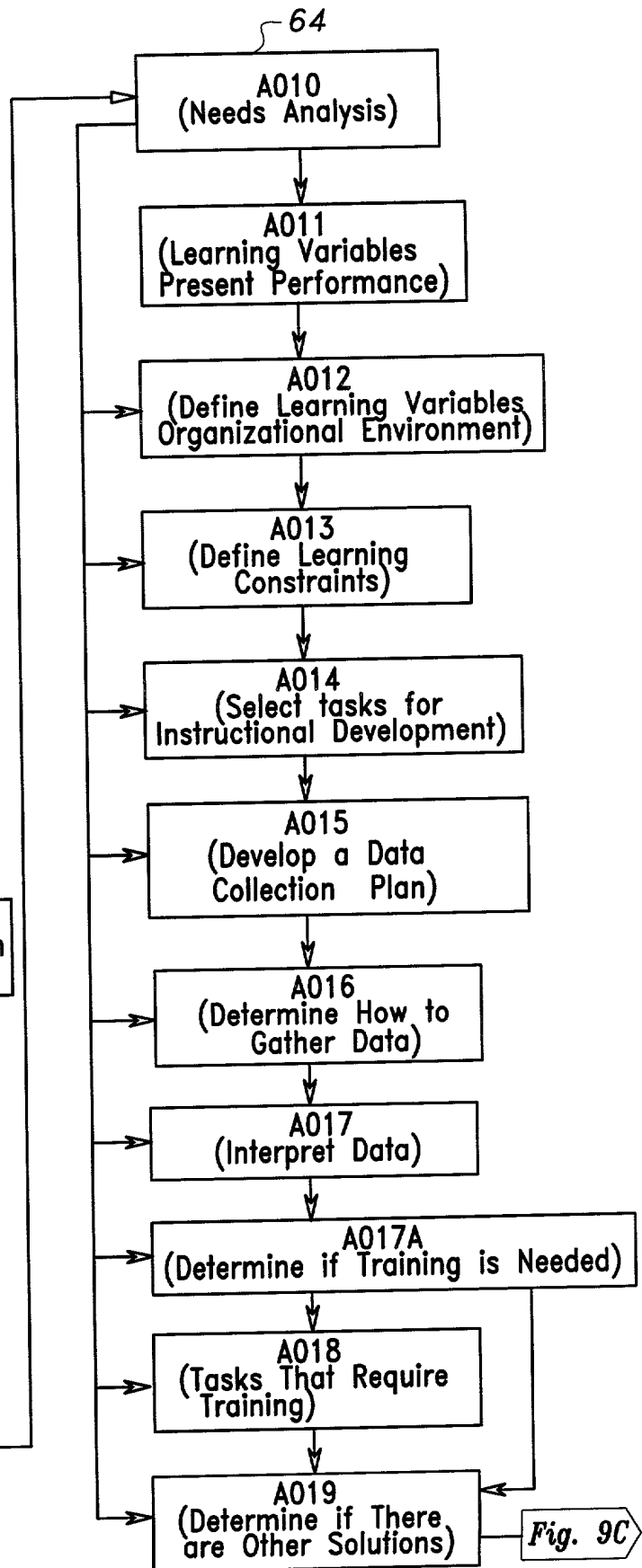
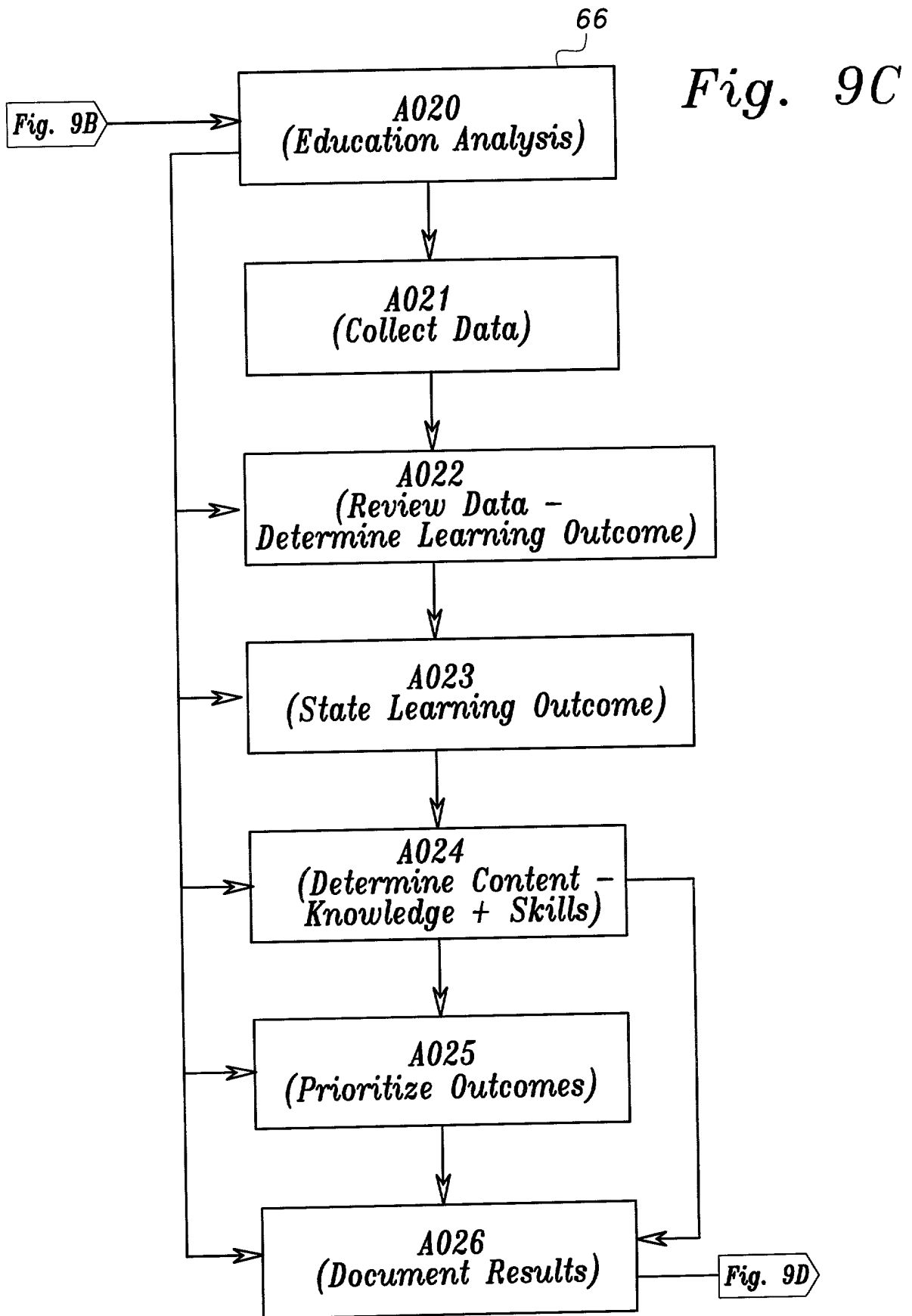


Fig. 9C



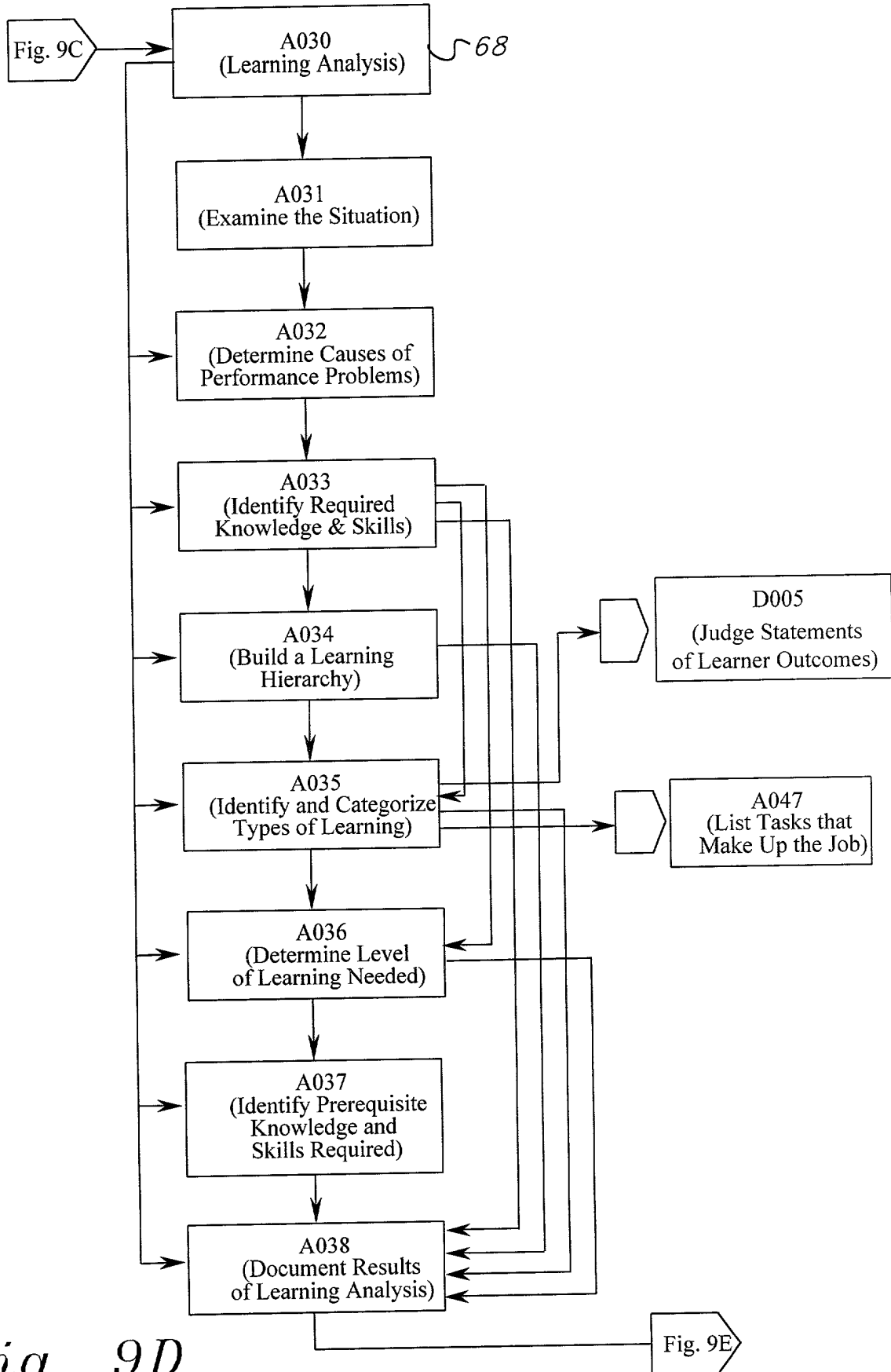


Fig. 9D

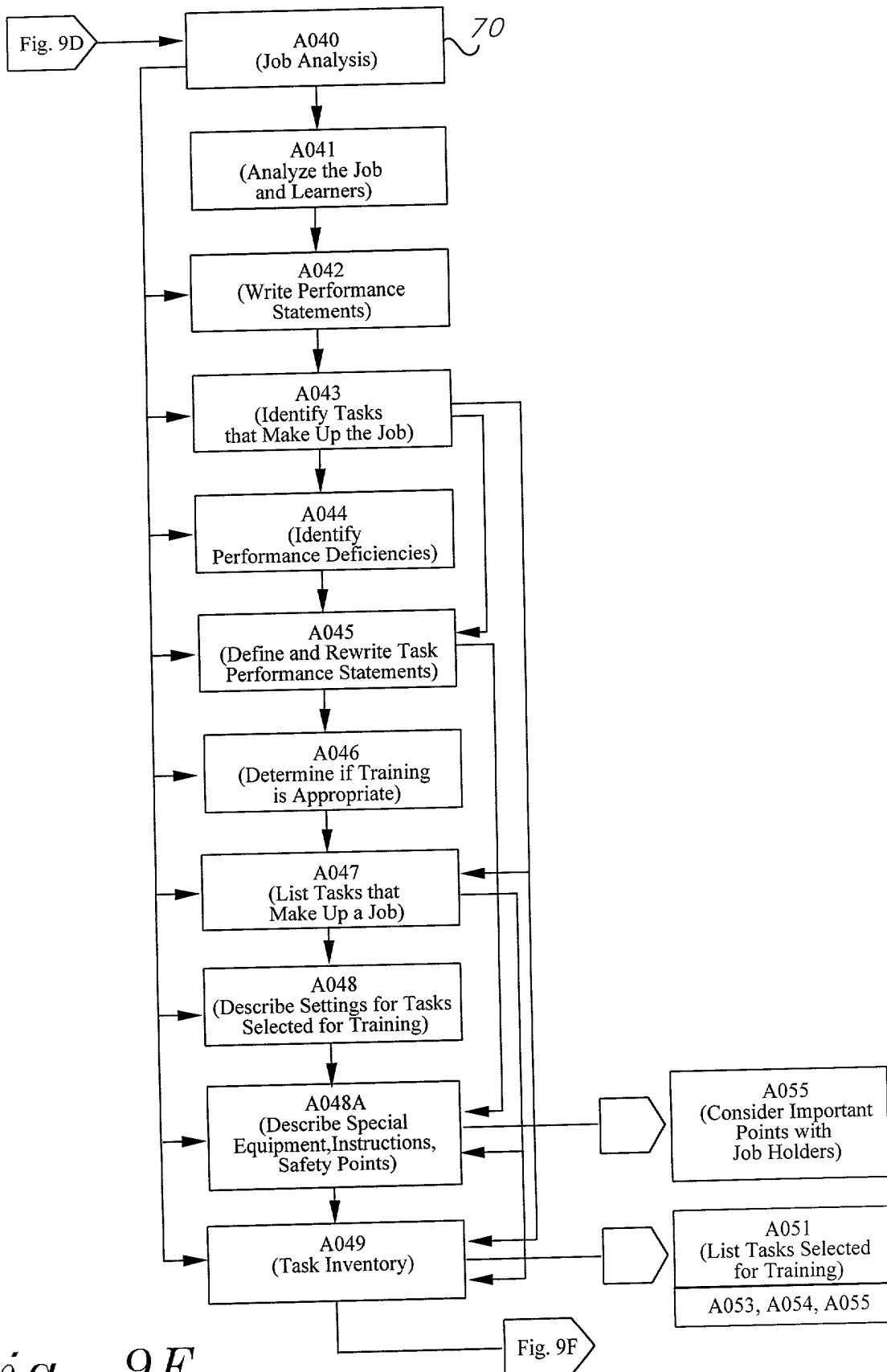


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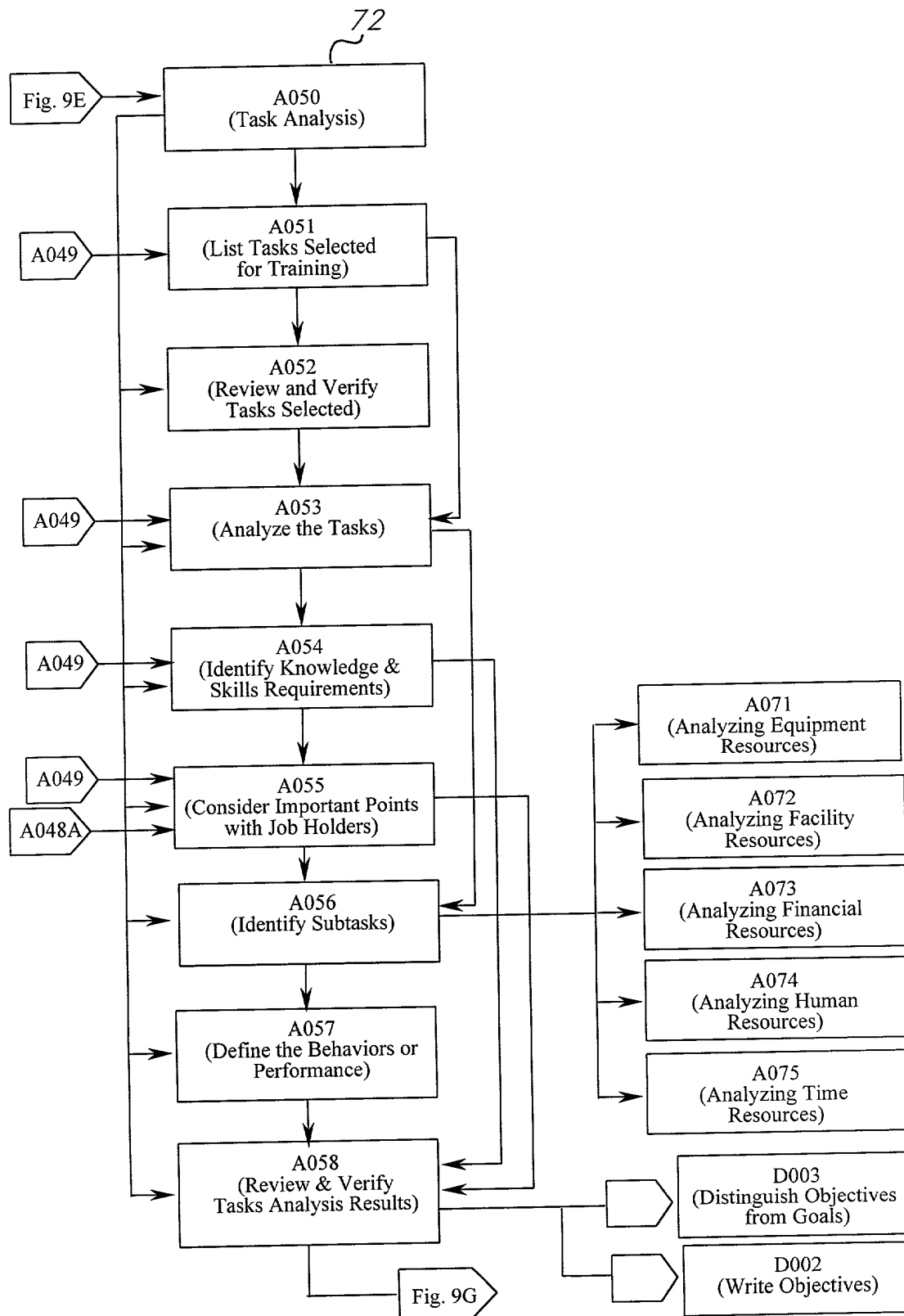


Fig. 9F

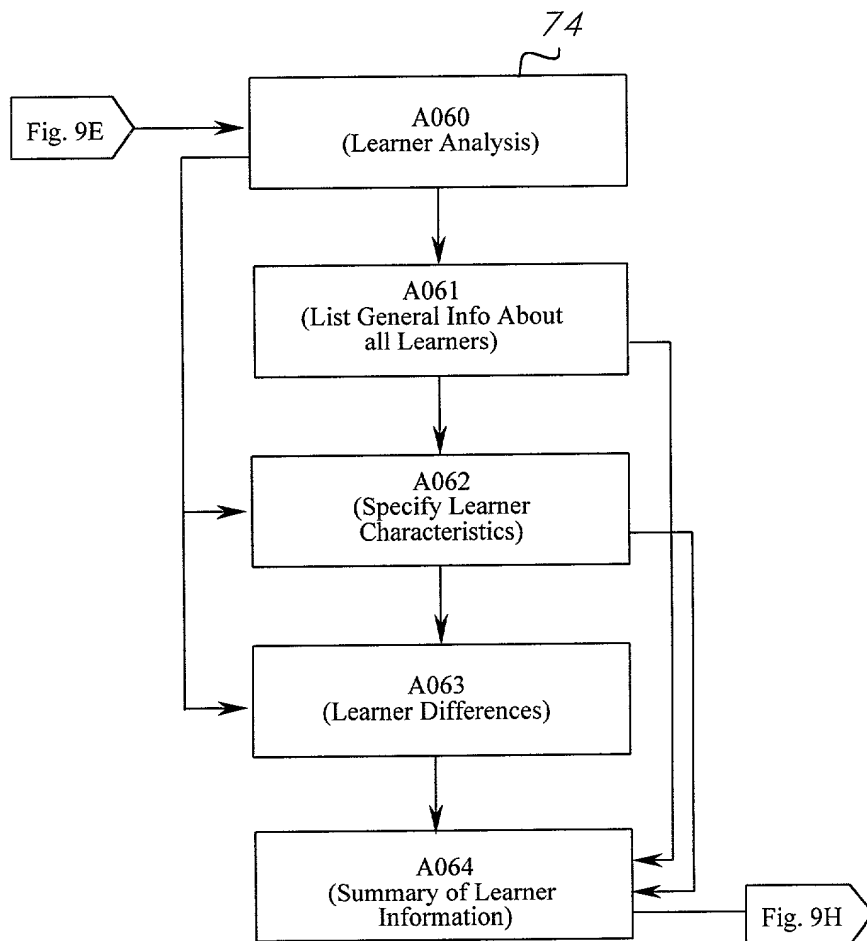


Fig. 9G

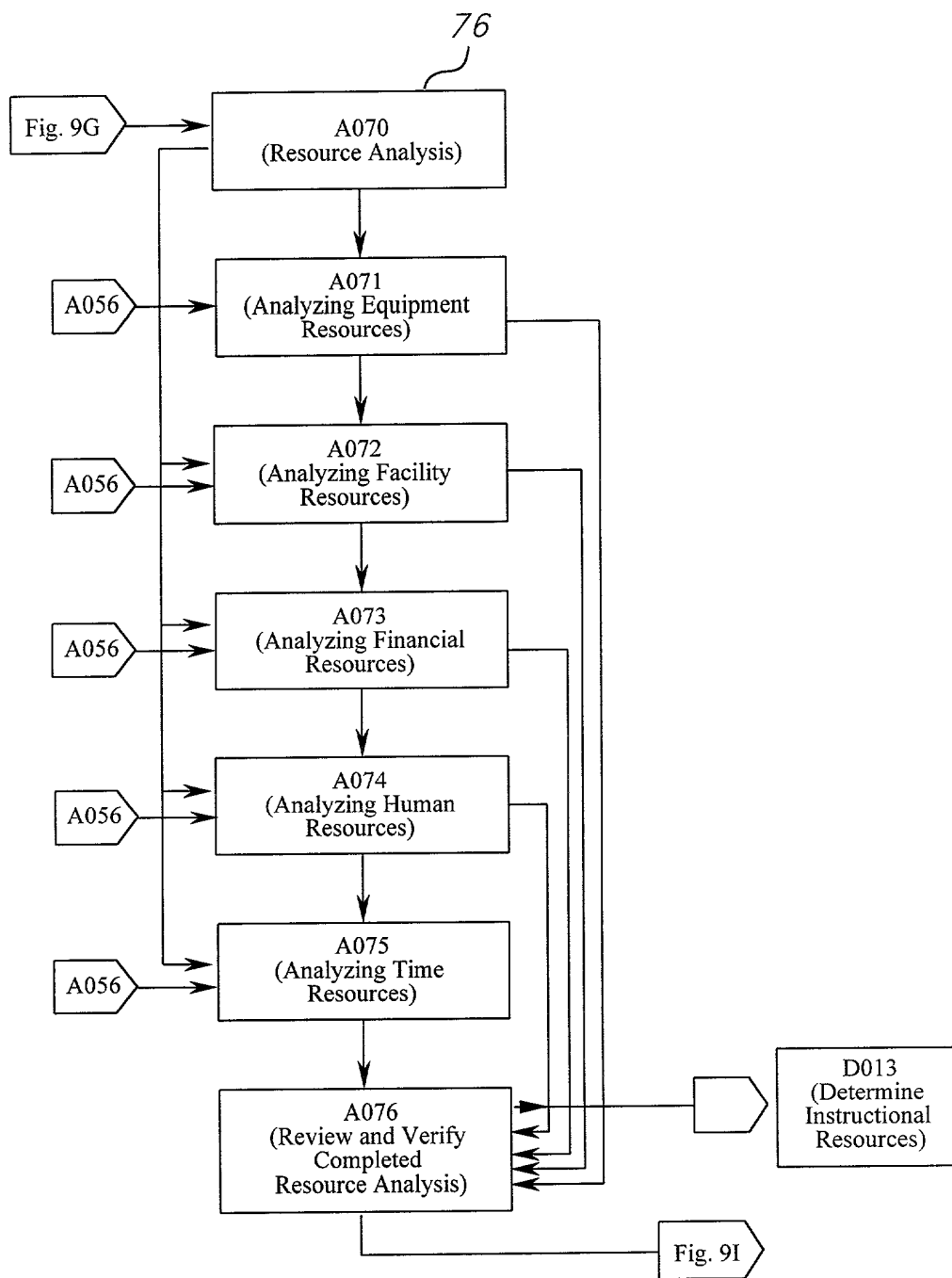


Fig. 9H

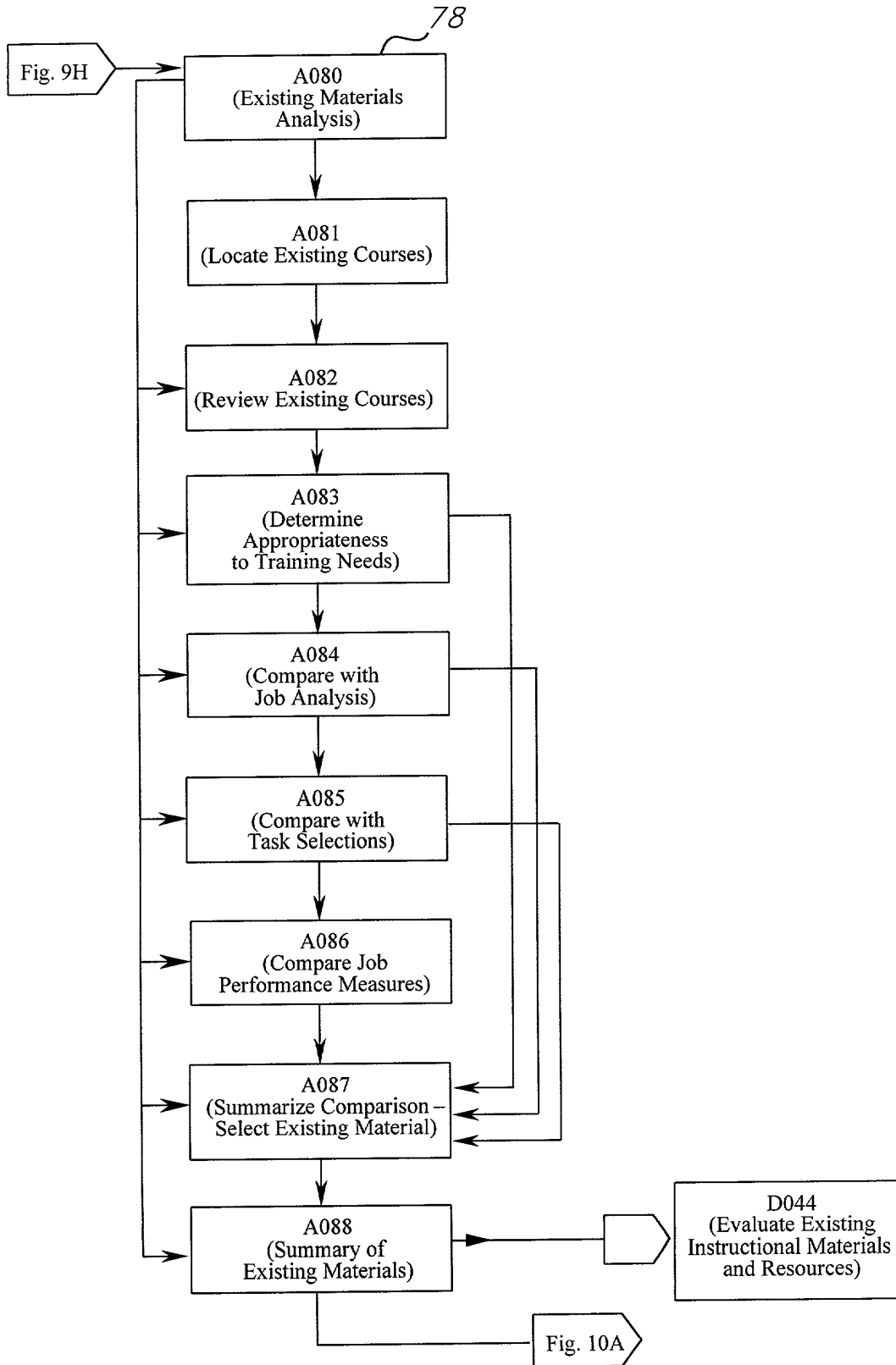


Fig. 9I

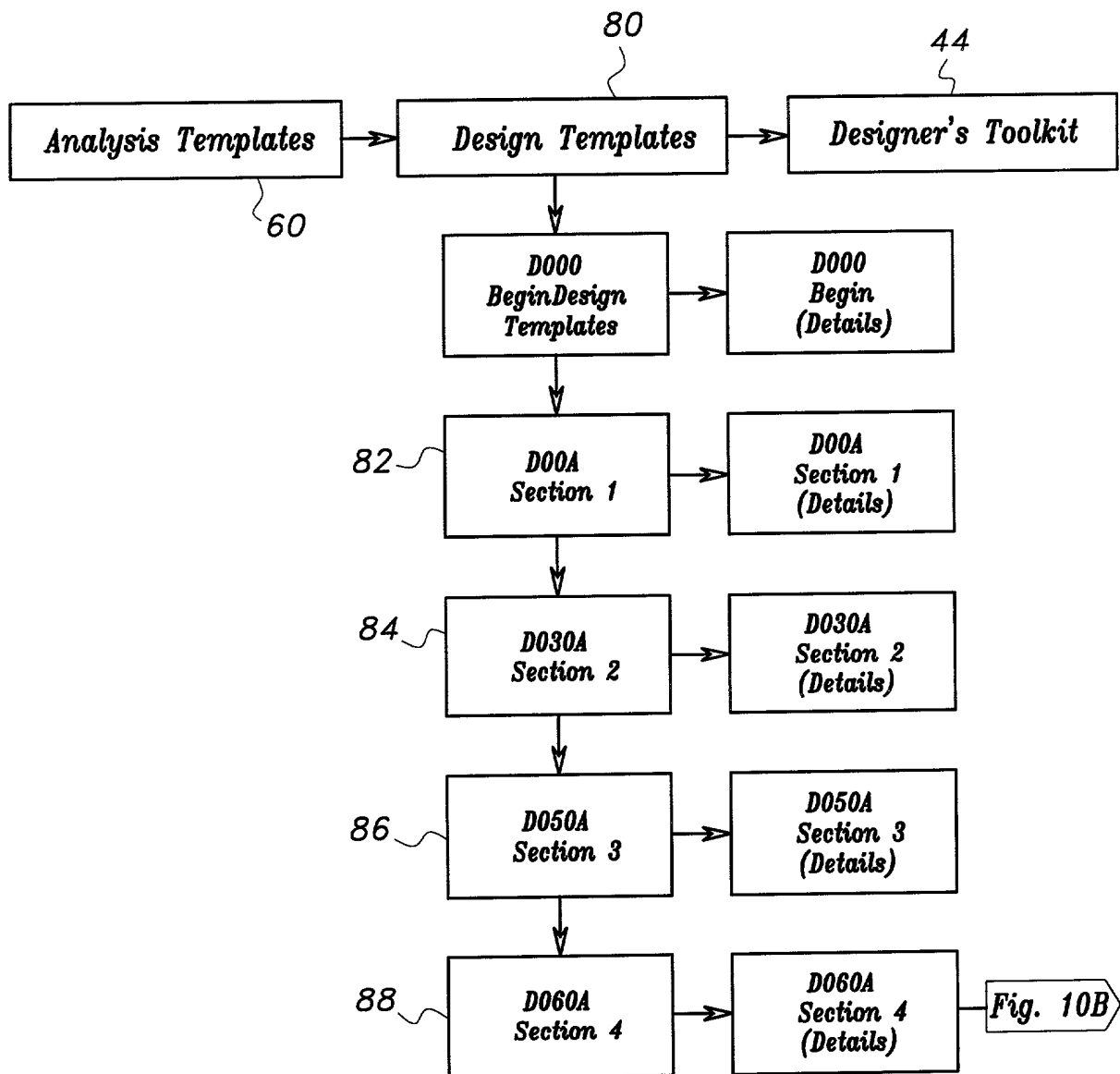


Fig. 10A

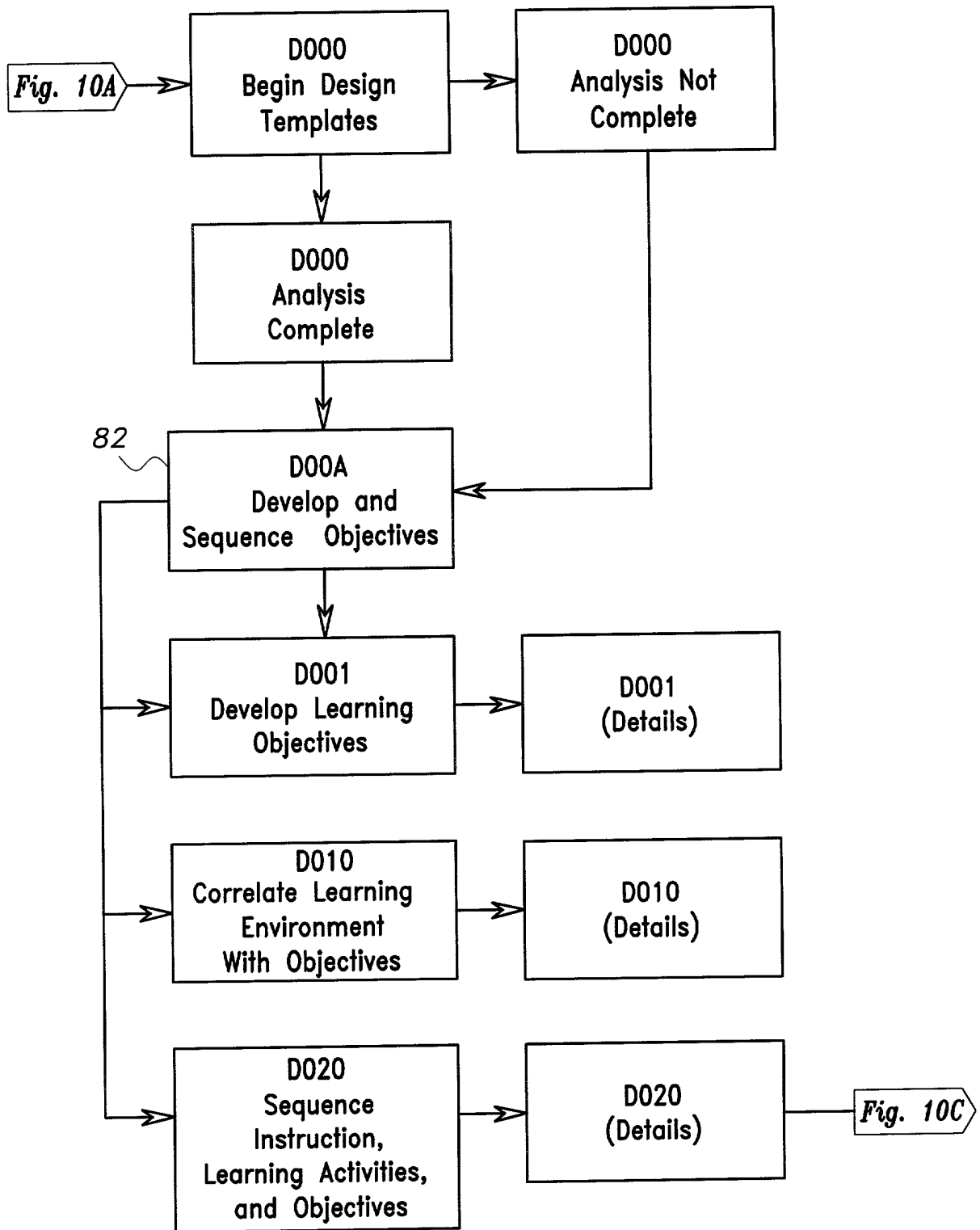


Fig. 10B

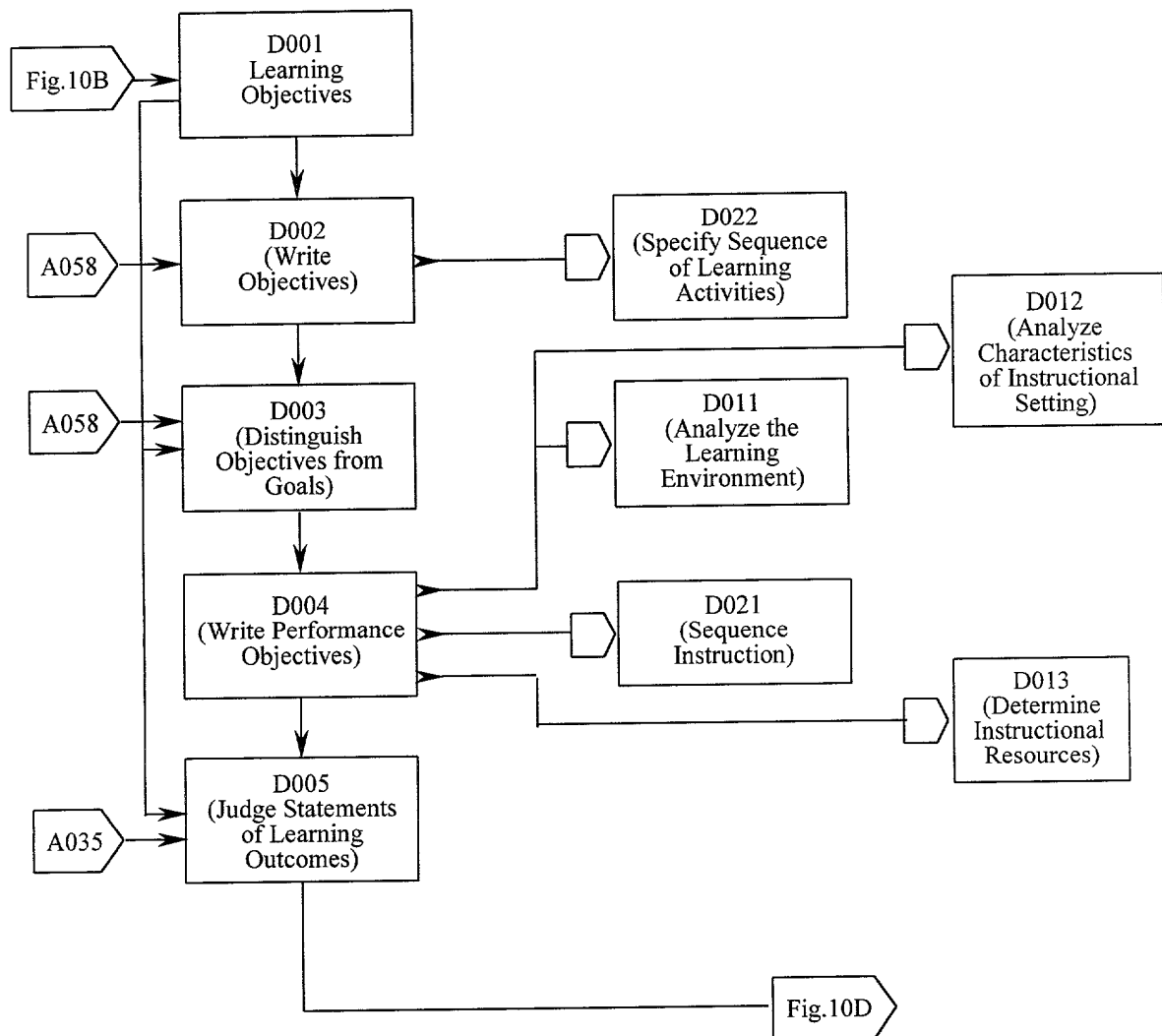


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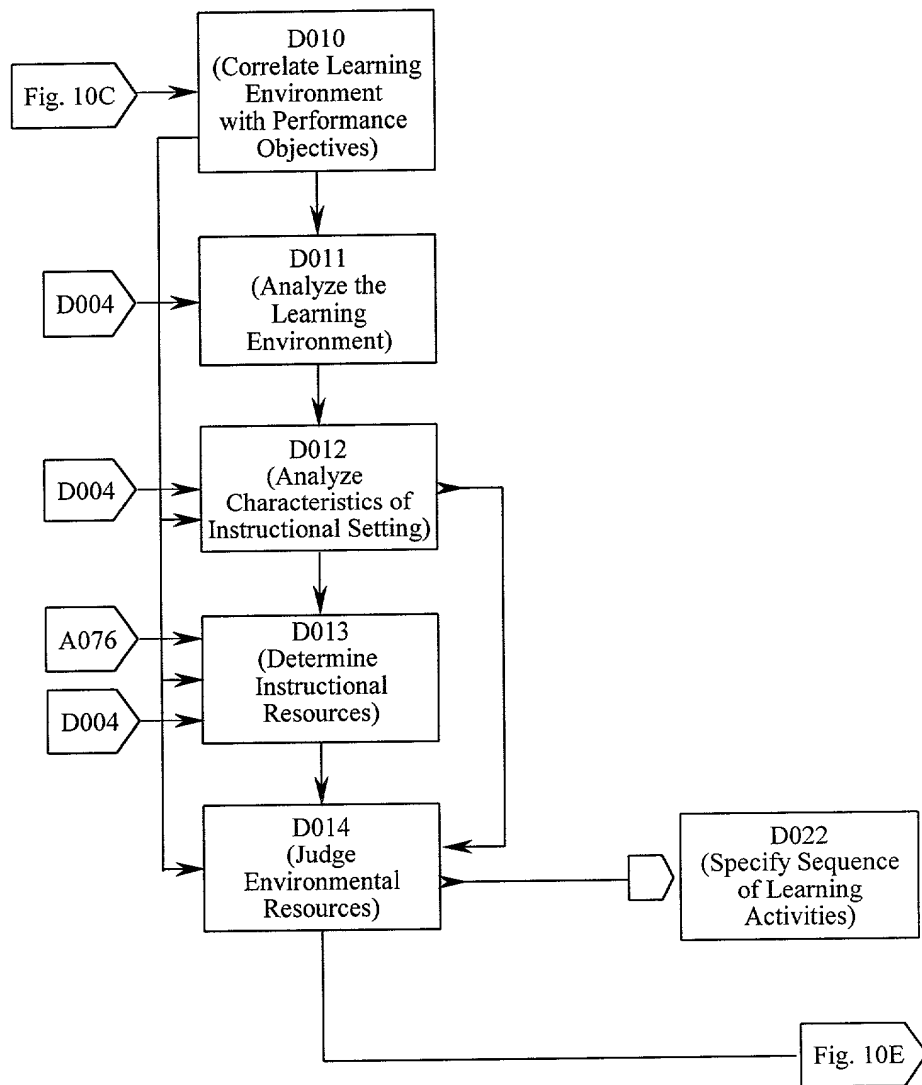


Fig. 10D

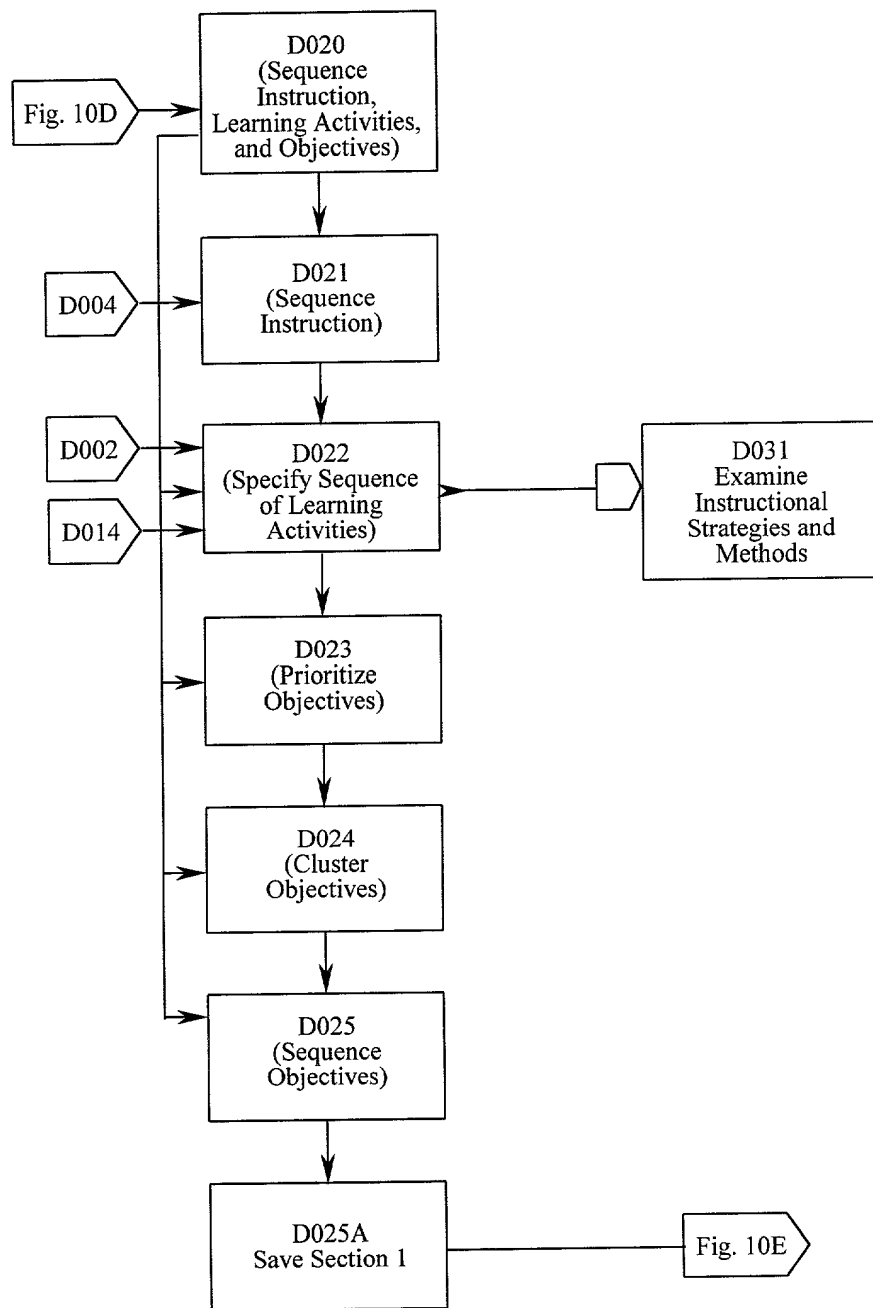


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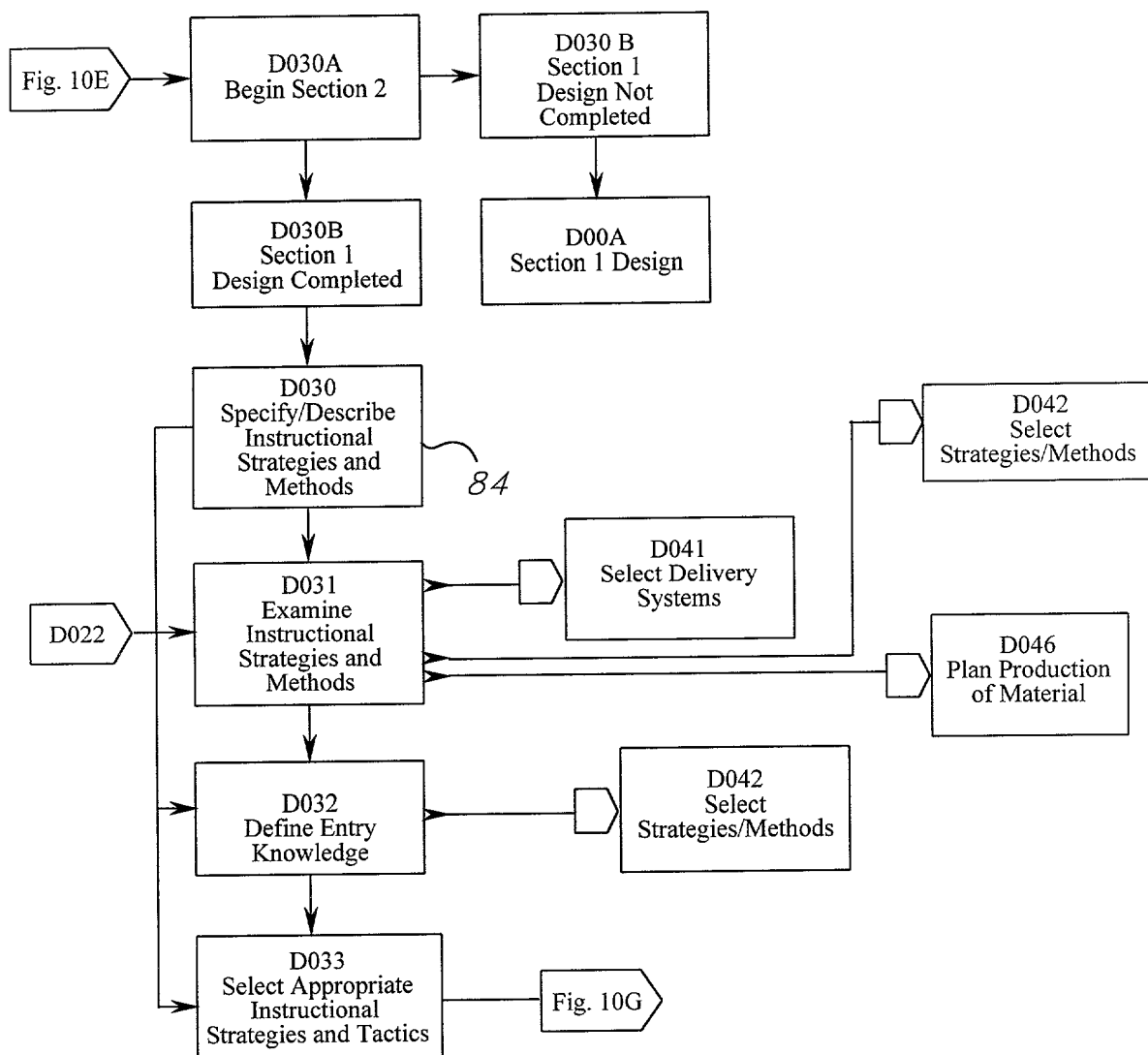


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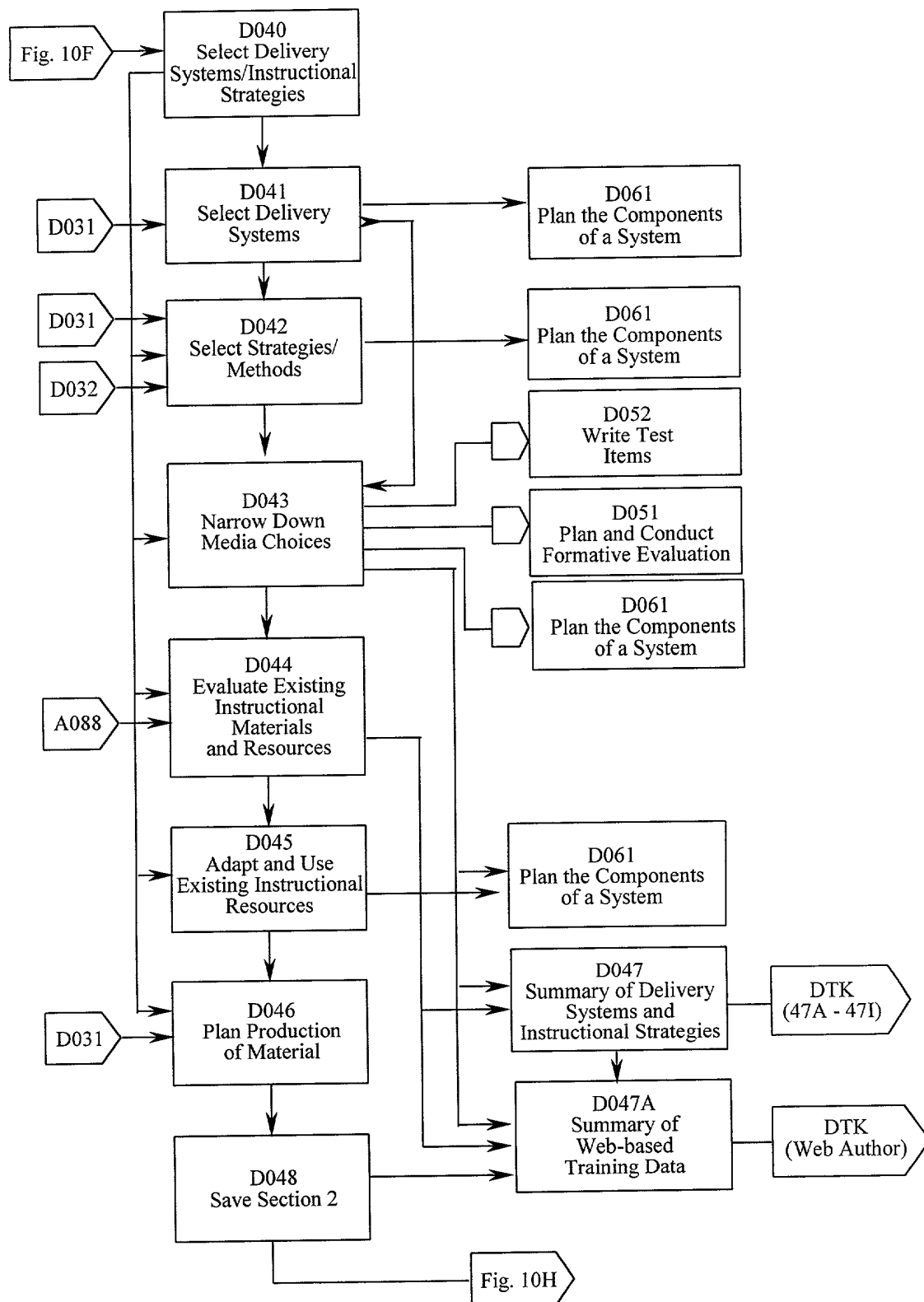


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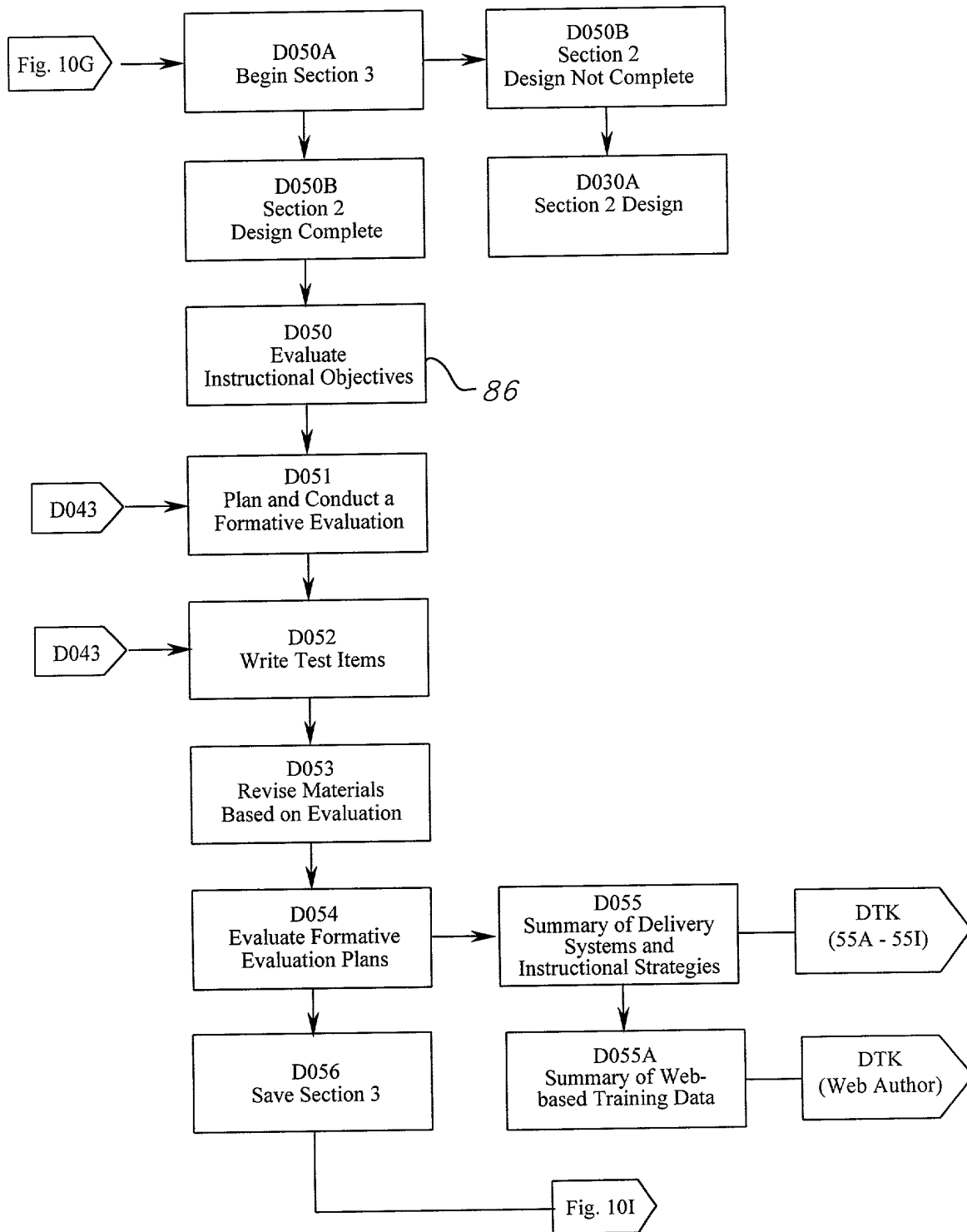


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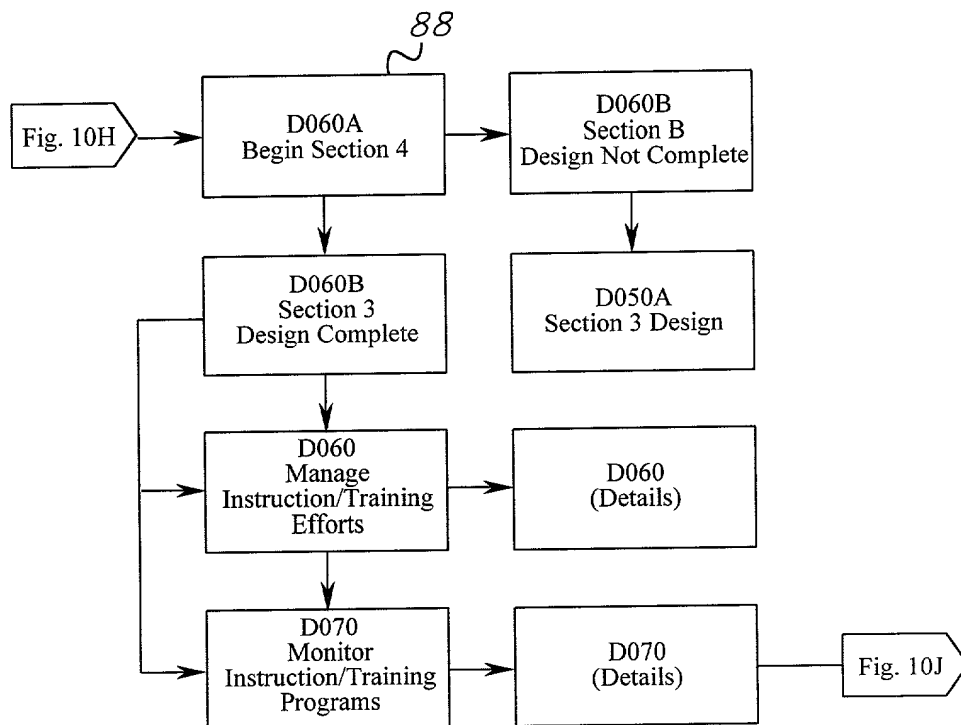


Fig. 10I

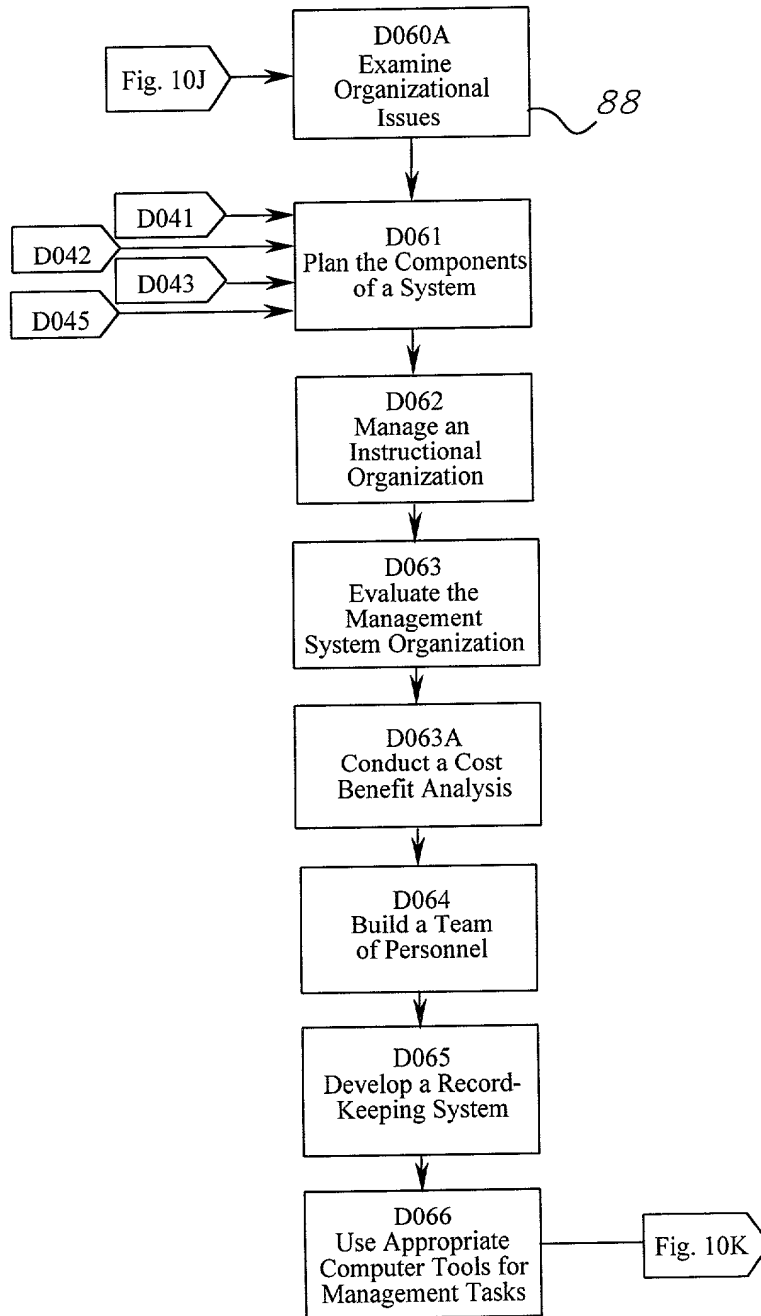


Fig. 10J

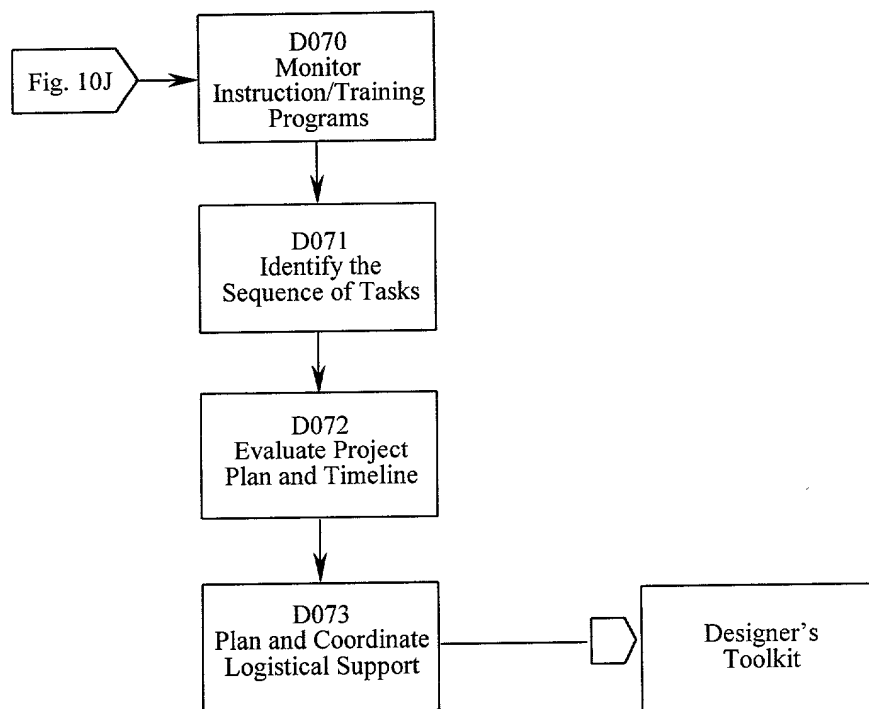


Fig. 10K



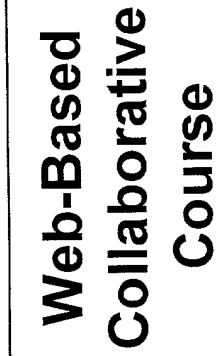
Analysis Templates



Design Templates

Web-Based Course

Convert XML to HTML



Web-Based Course Author

Fig. 11

idEa Template

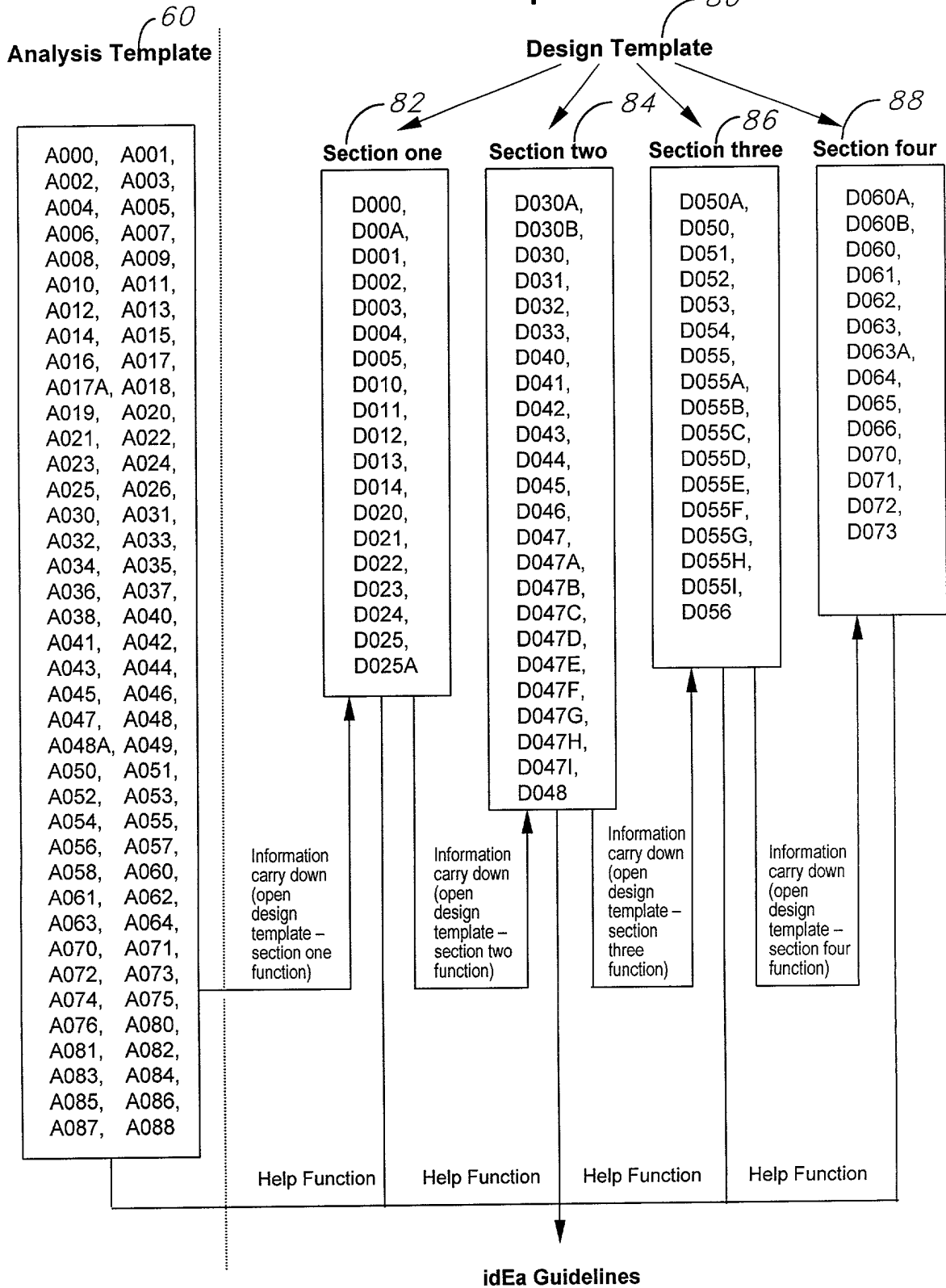


Fig. 12A

Analysis Templates

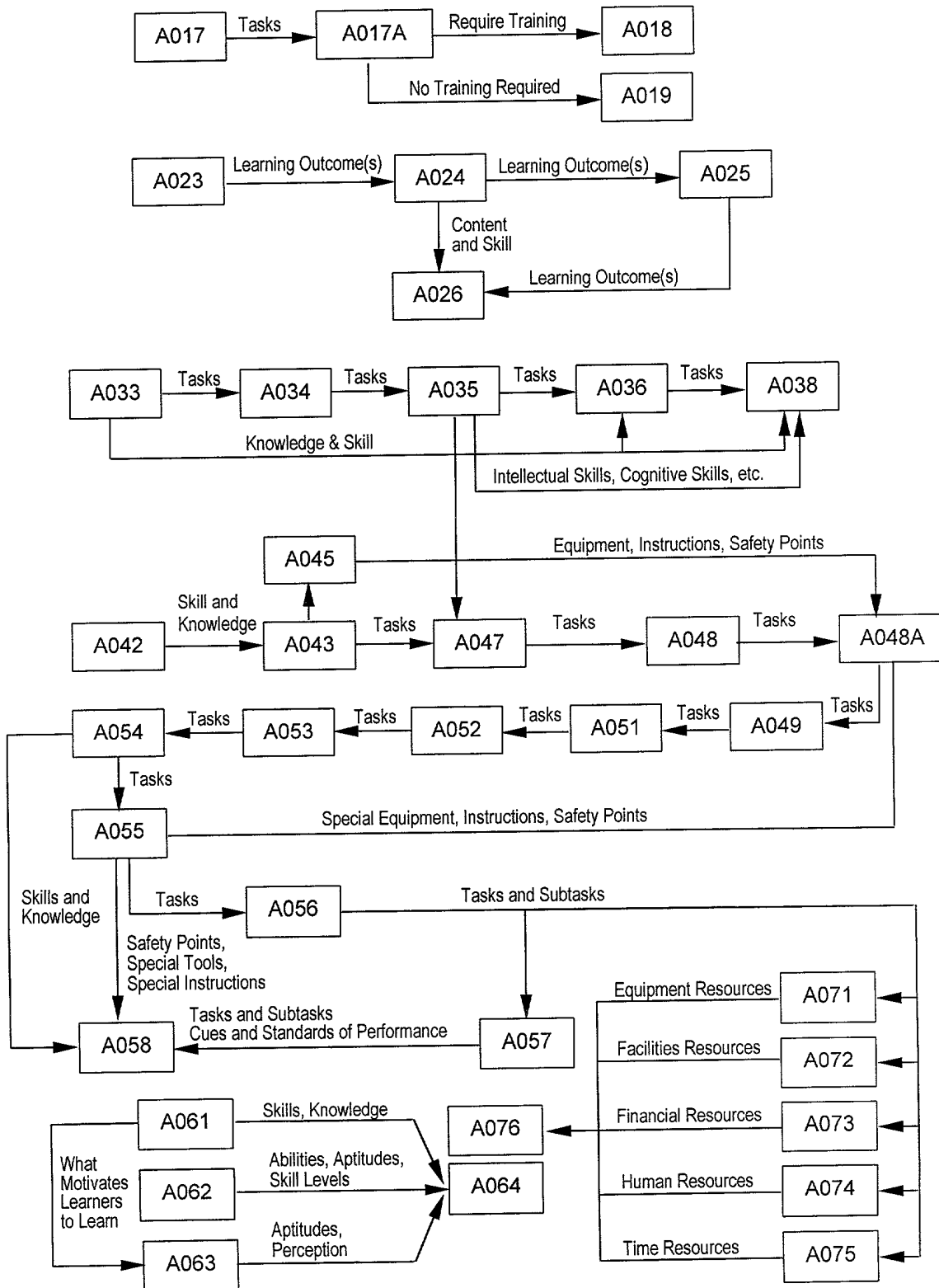


Fig. 12B

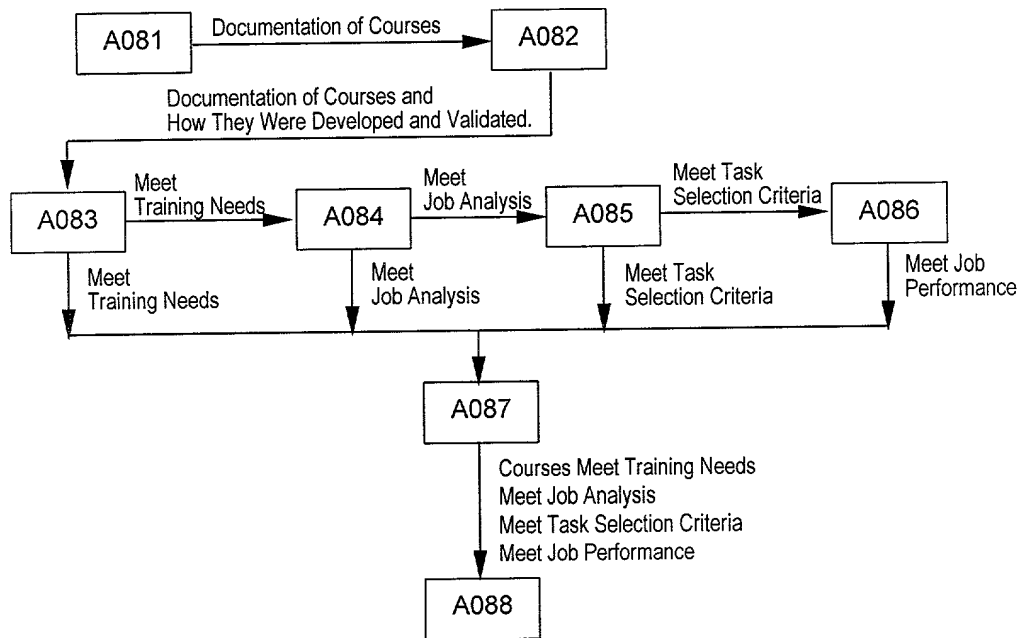


Fig. 12C

Design Templates

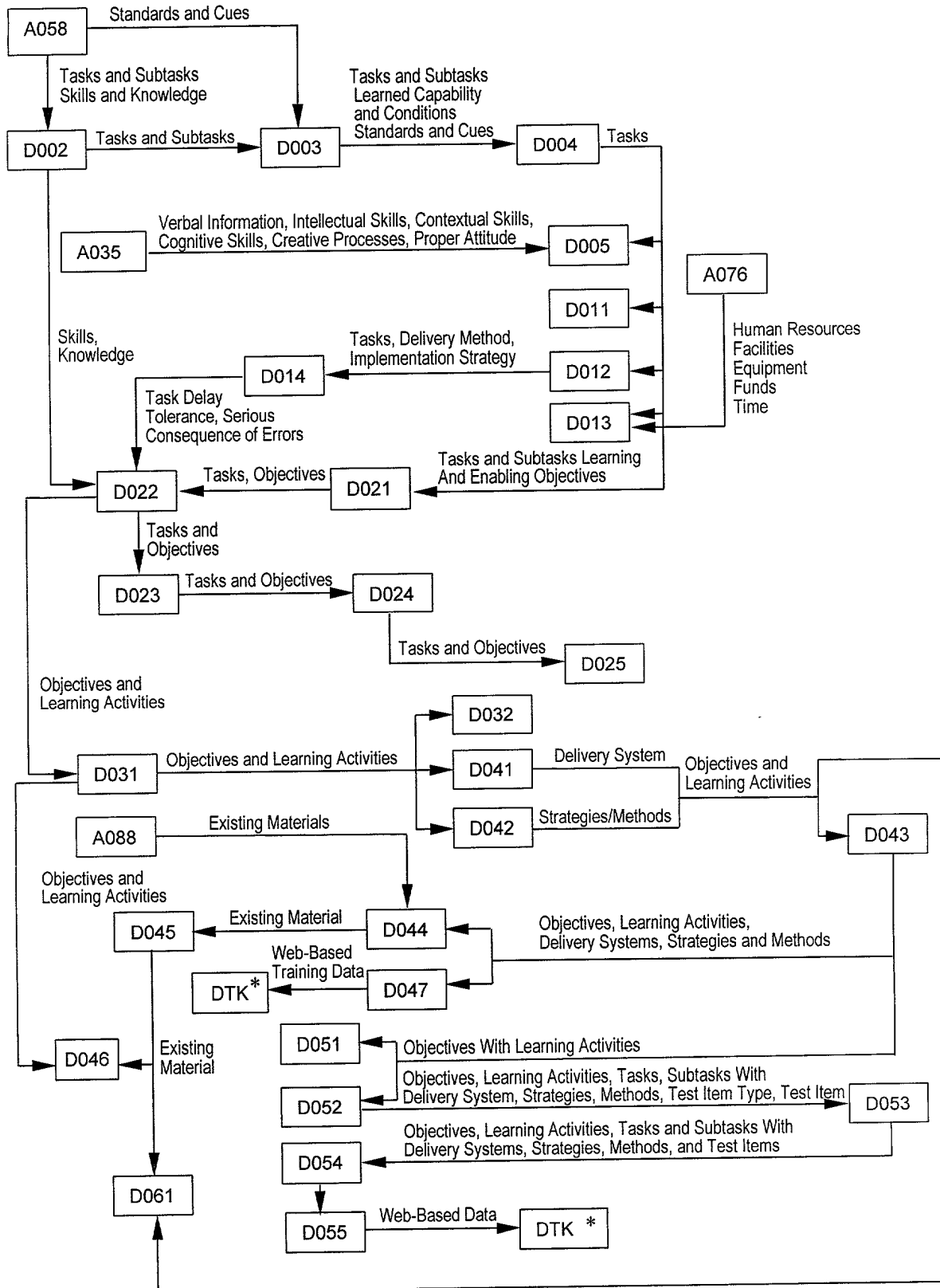
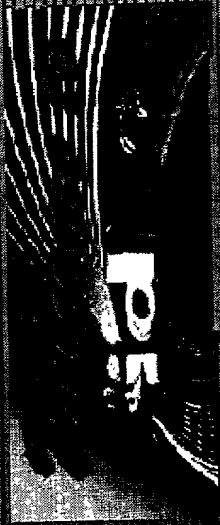


Fig. 12D

| | | |
|---------------------------|-----|-----|
| * | | |
| Web-Based Training | 47A | 55A |
| Video-Based Training | 47B | 55B |
| Distance Learning | 47C | 55C |
| Interactive Courseware | 47D | 55D |
| Simulation-Based Training | 47E | 55E |
| Multimedia | 47F | 55F |
| Job Performance Aids | 47G | 55G |
| Virtual Reality | 47H | 55H |
| Instructor-Led Training | 47I | 55I |

Fig. 12E

idEa - Guidelines Version 1.0 - Microsoft Internet Explorer



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Password:

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Please enter your Email Address and password to login to idEa.

[I forgot my password, please email it to me.](#)

Version 1.0 of the idEa - Analysis and Design Templates is now available. Click [here](#) to register for a 5-day trial.

Fig. 13A

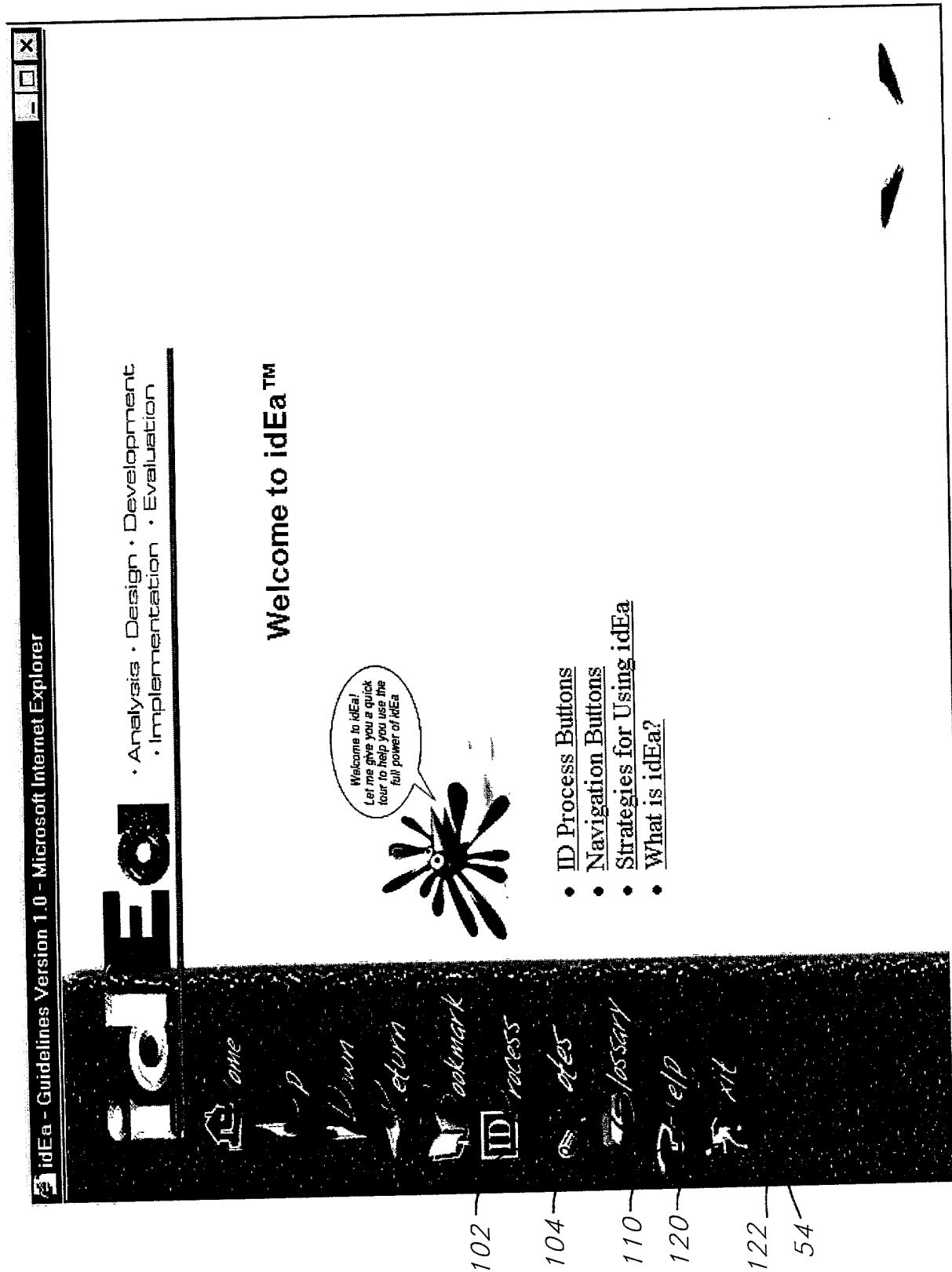


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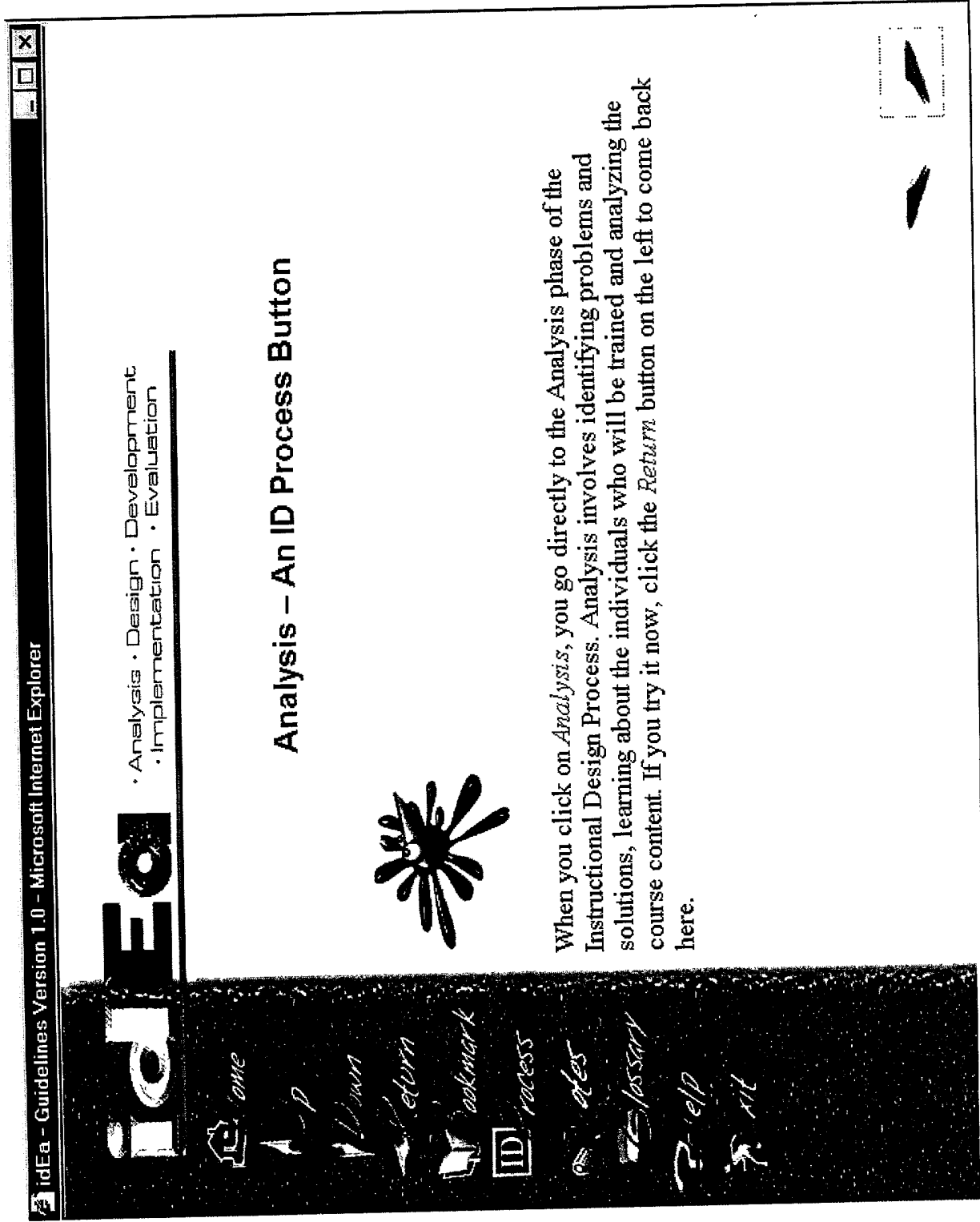


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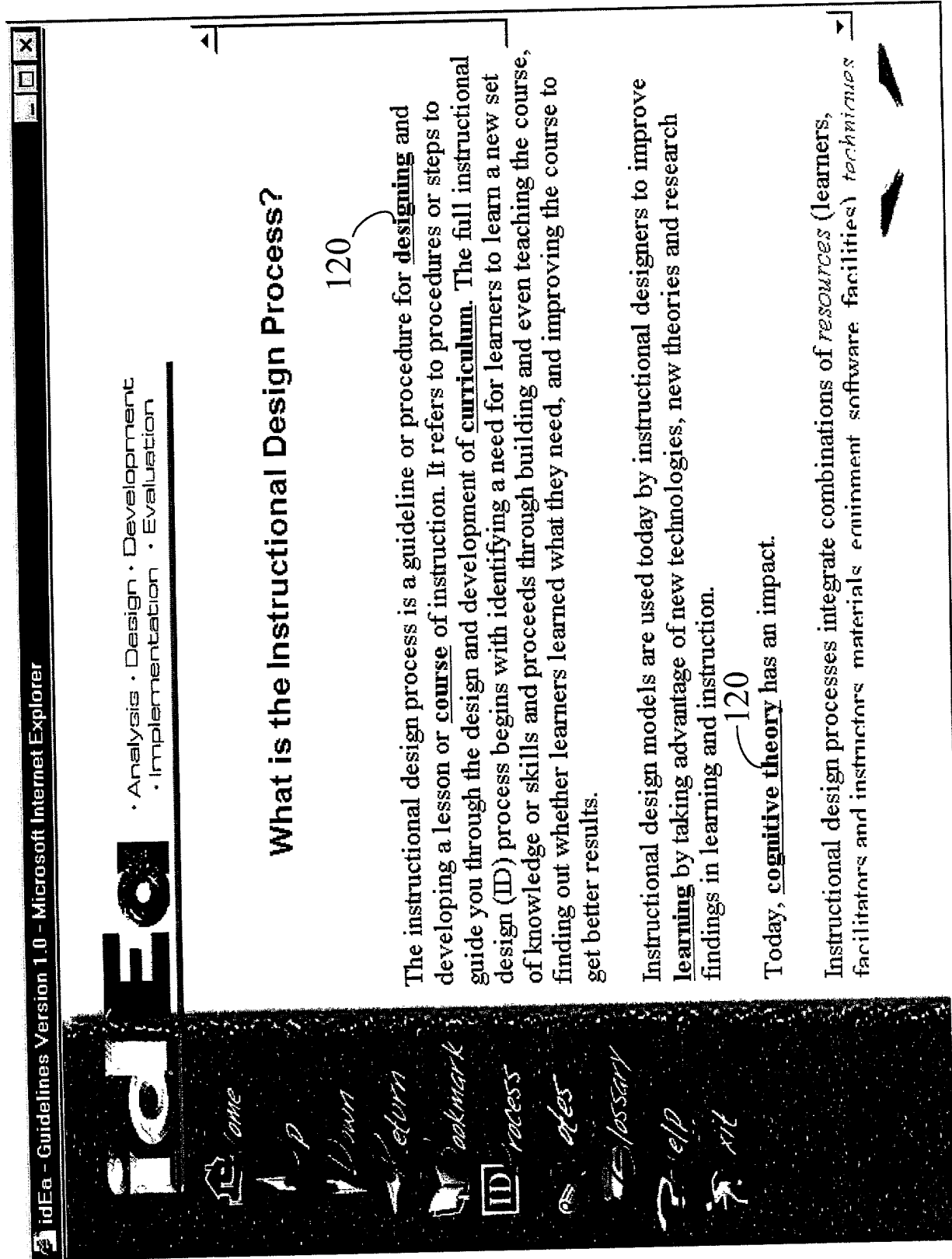


Fig. 13D

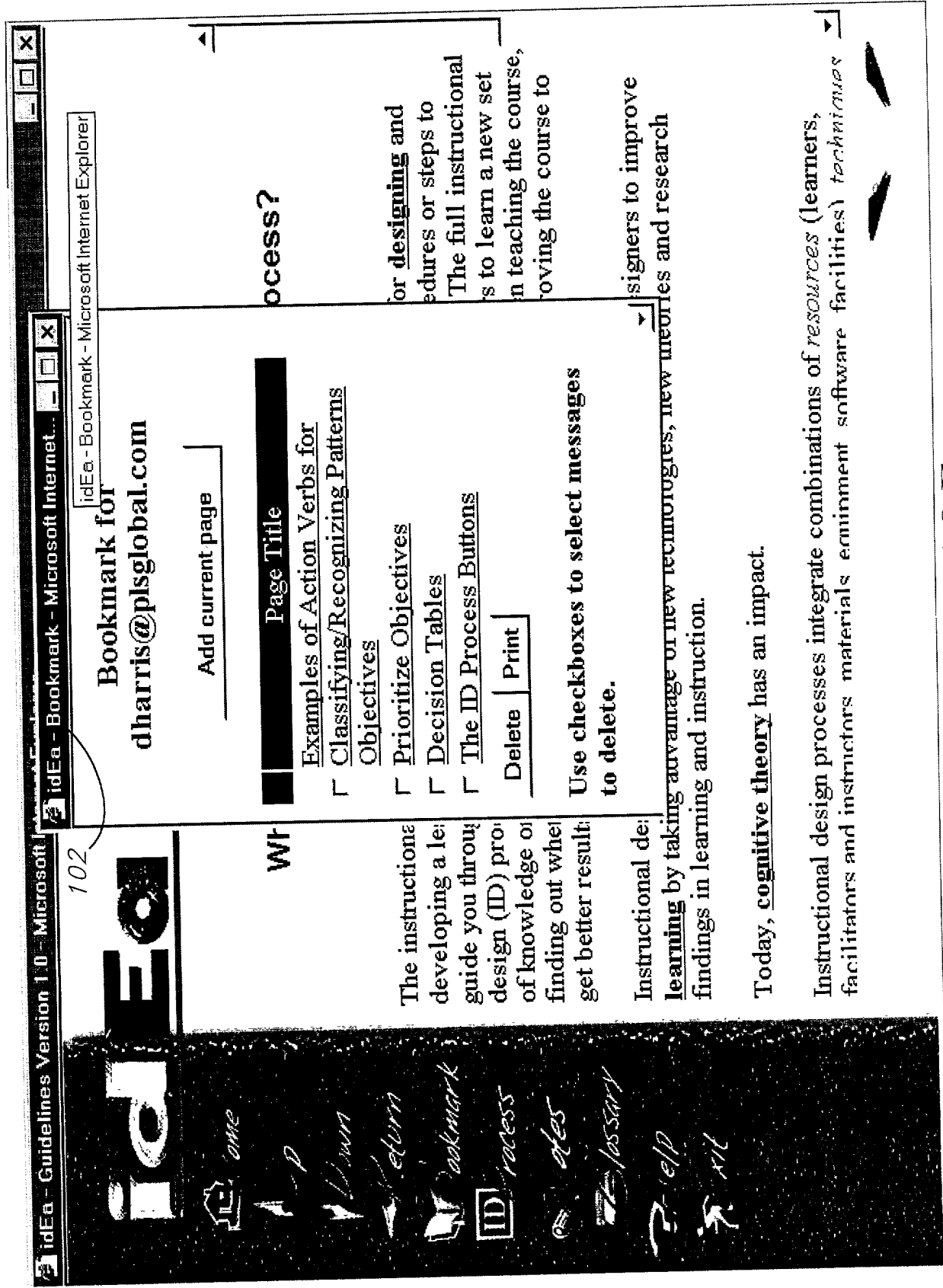


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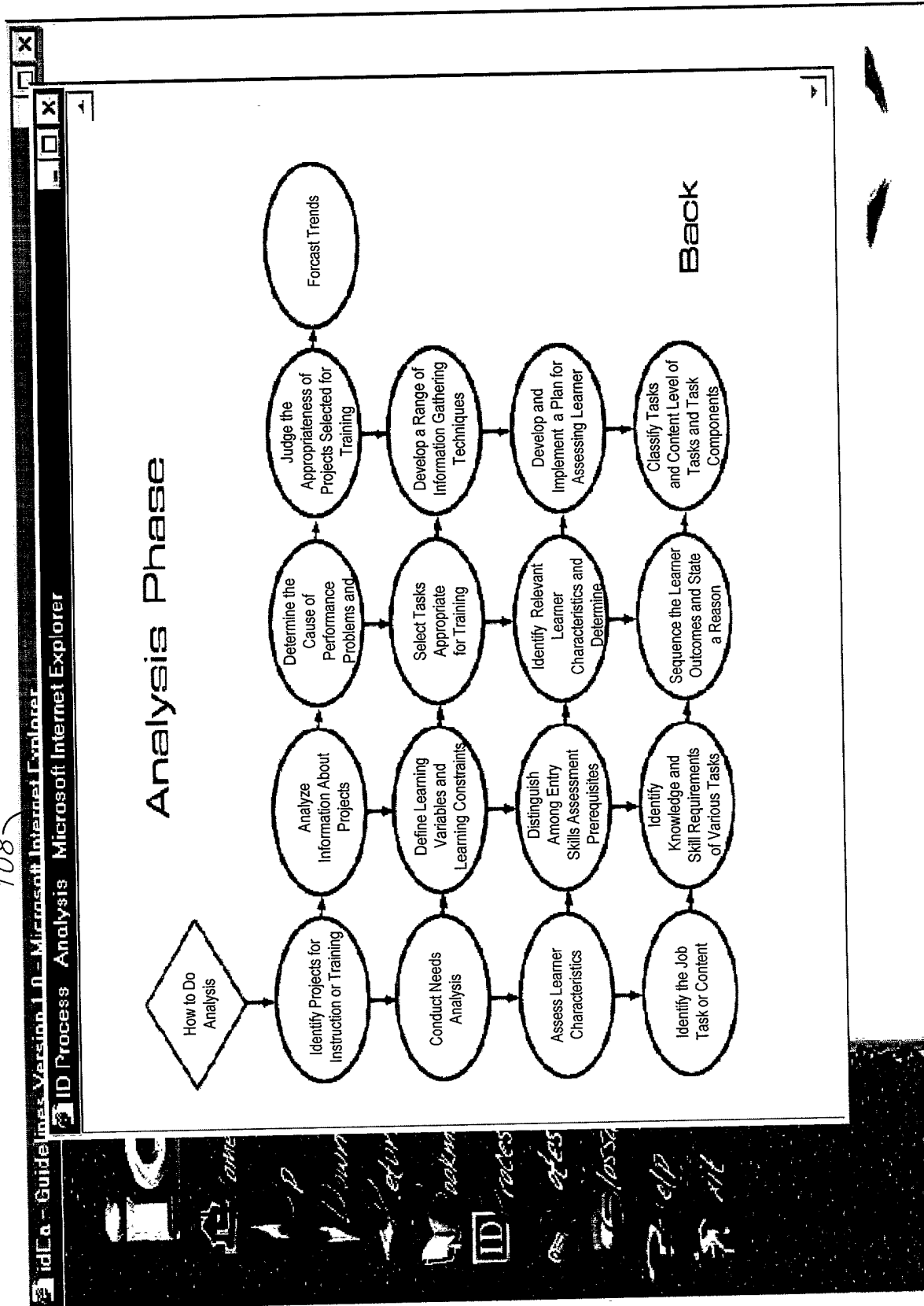


Fig. 13G

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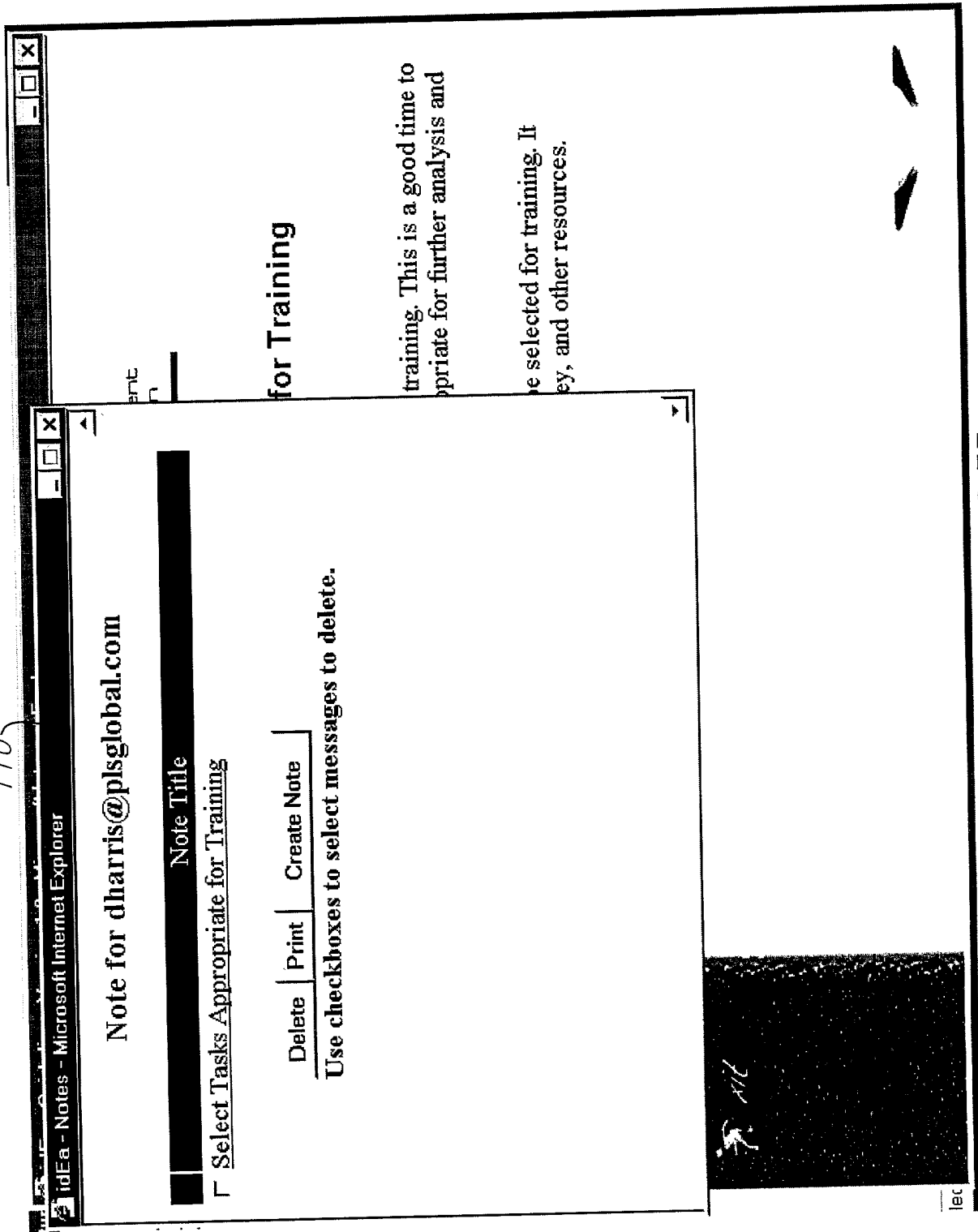


Fig. 13H

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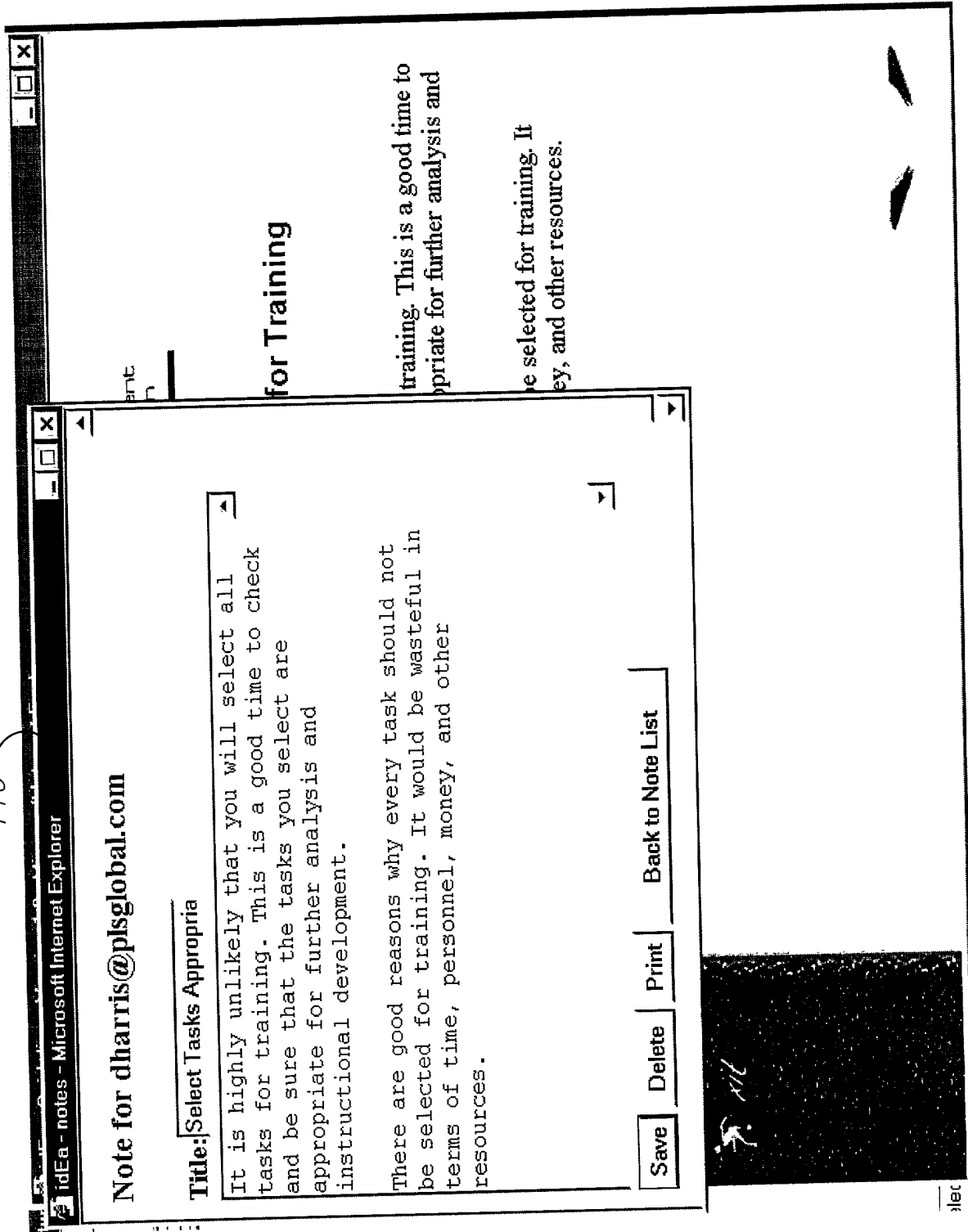


Fig. 131

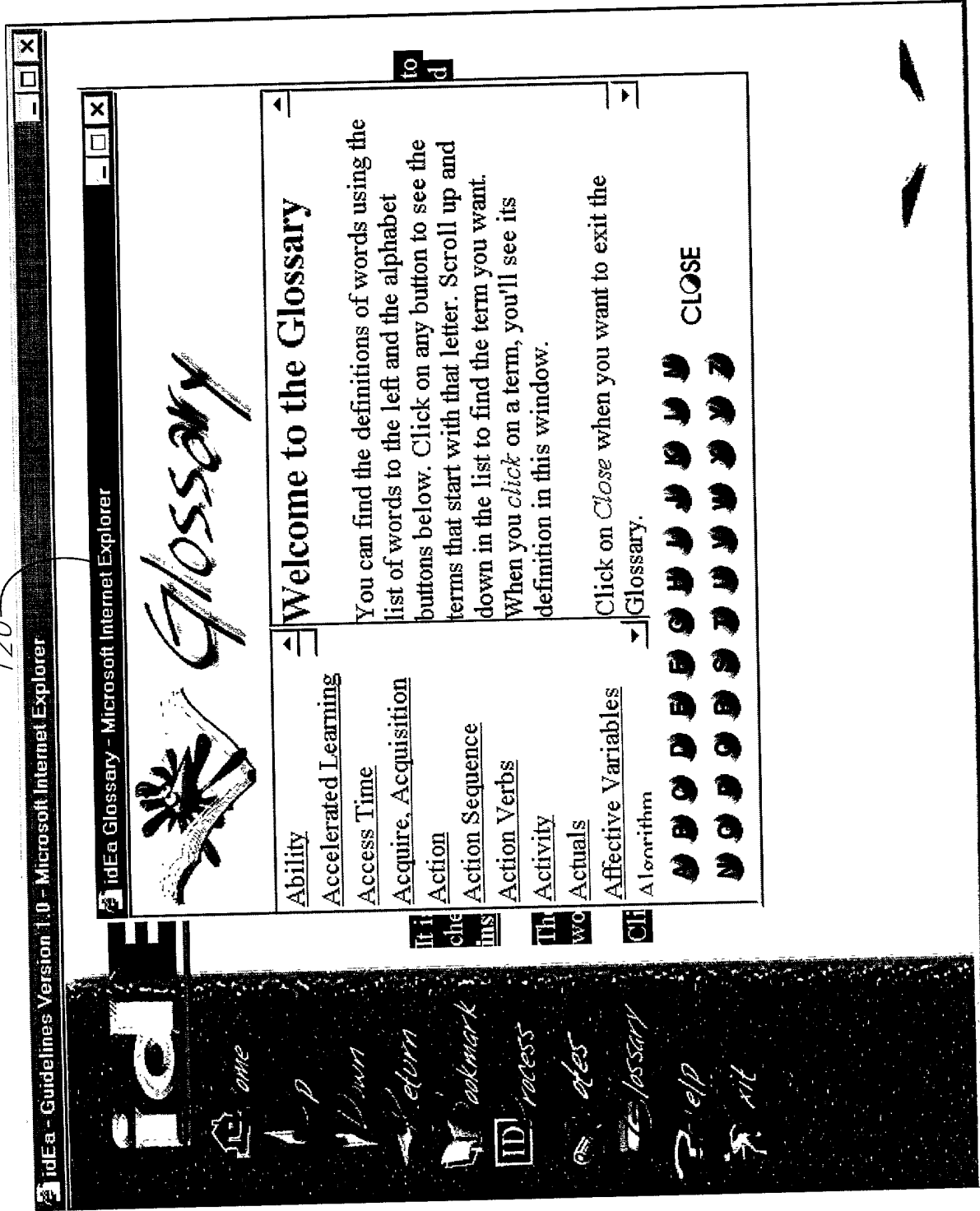


Fig. 13J

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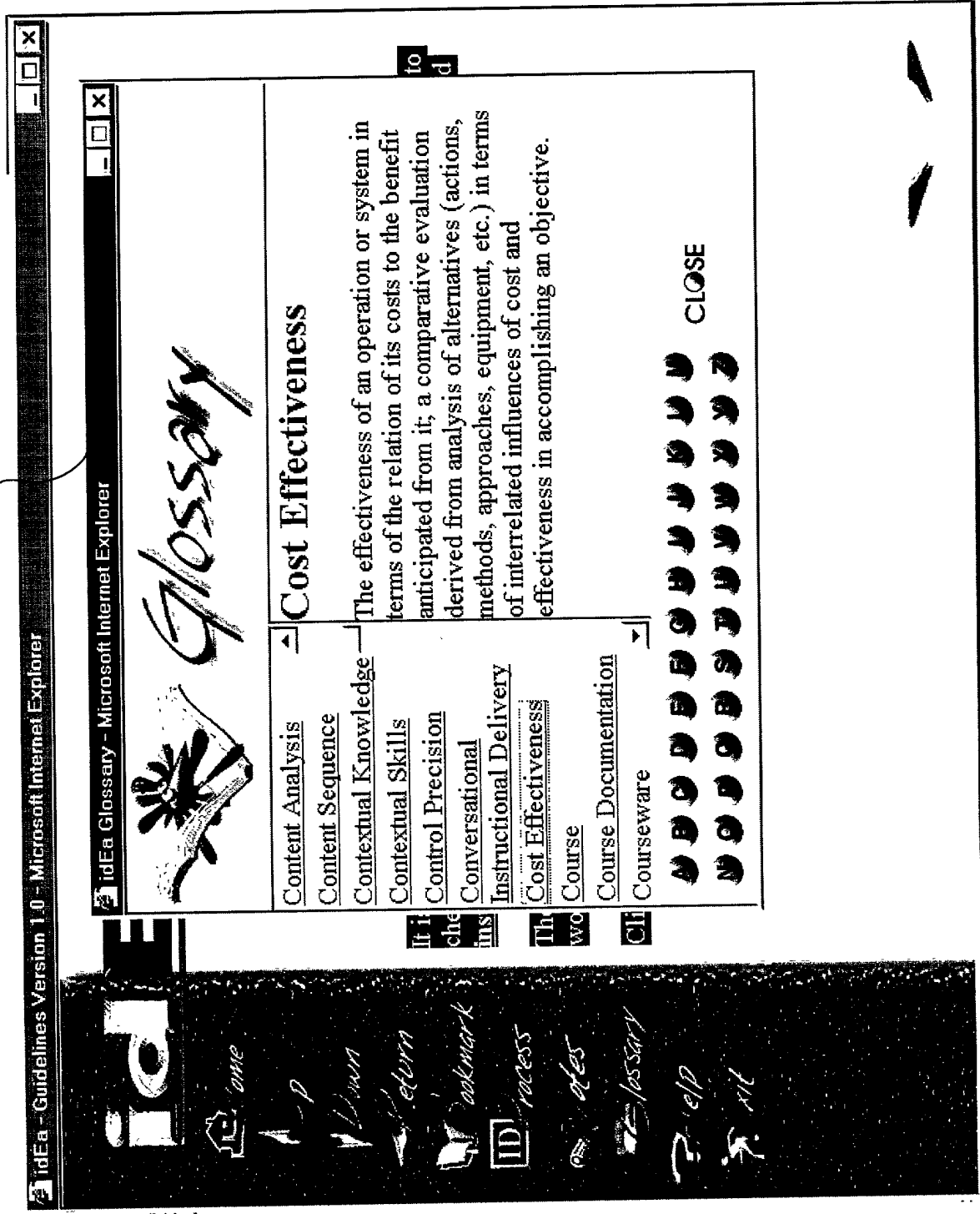


Fig. 13K

Fig. 13L

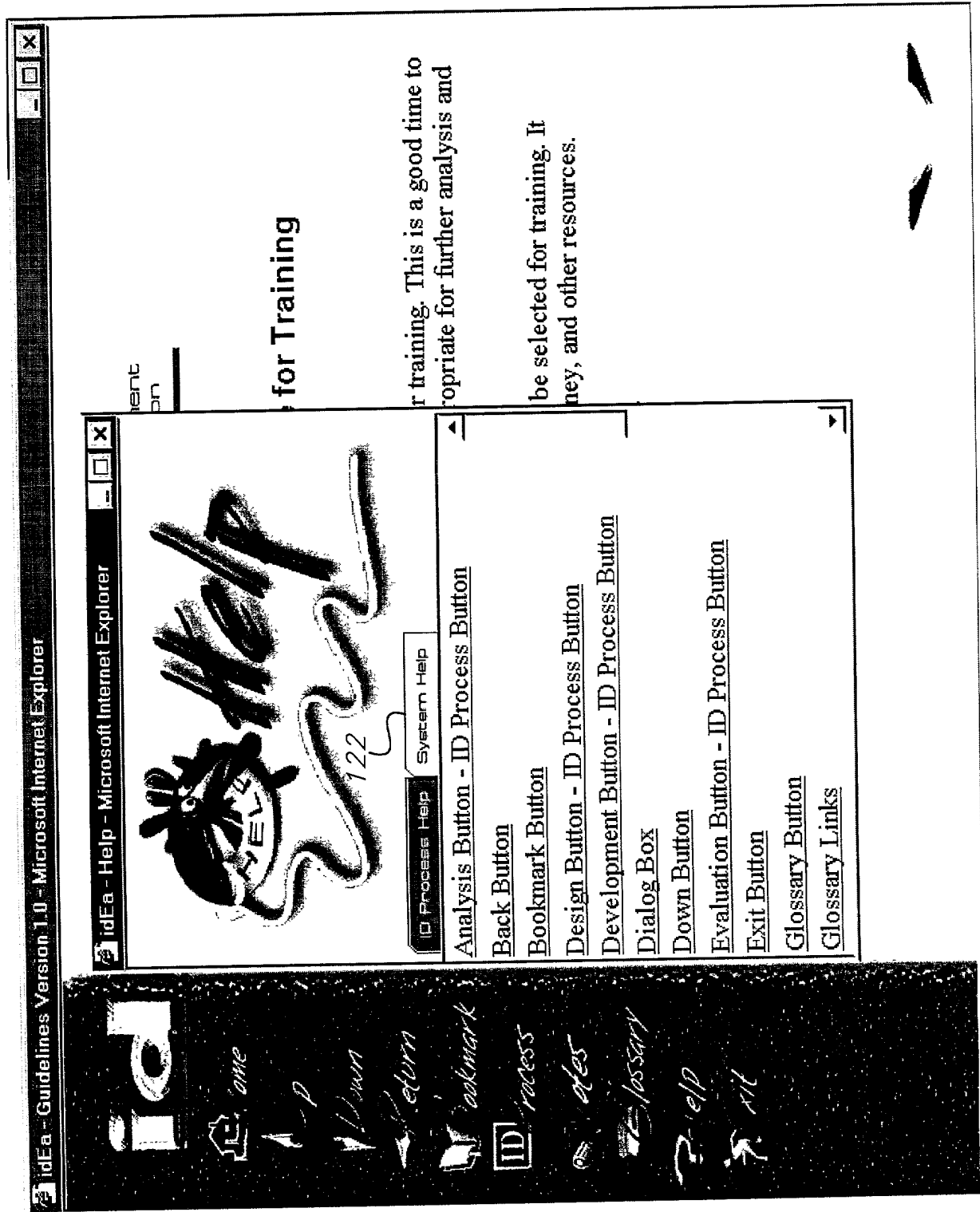


Fig. 13M

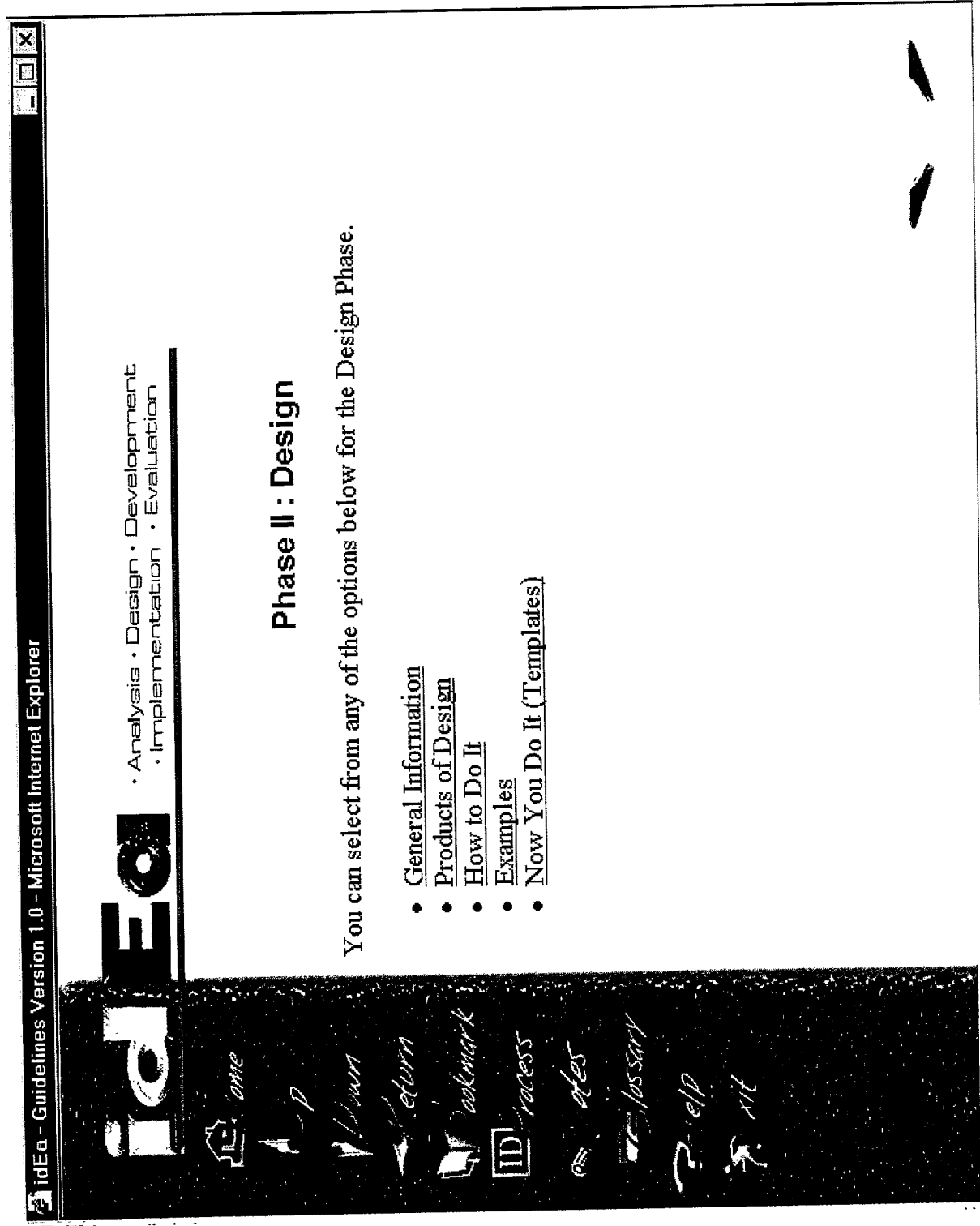


Fig. 13N

11

Scope of Needs Assessment and Methodology You Will Use

Making these decisions up-front will help you identify resources, time, and budget to ensure a successful needs assessment.

The Number of People Who Will Be Involved.

Debra Fry
Dominique Villamizar
Glen Lomax
Jane Wescott
Designated Tellers
Designated Supervisors
Other individuals identified

Describe the Demographic Make-up of Those Involved.

Describe How You Will Reach Participants. Check All That Apply.

| | |
|---|---------------------------------|
| <input type="checkbox"/> Letter | <input type="checkbox"/> E-mail |
| <input checked="" type="checkbox"/> Interview | <input type="checkbox"/> Fax |

Fig. 14C

File
Edit
Help

Determine the Best Method for the Assessment

Decide whether or not to use each of the following methods for the needs assessment. Review the reason(s) for the needs assessment, the expected outcomes, the available resources and the amount of time - required and available for the assessment. Consider who will be involved and how they will be involved. Review what will be done with the information - how it will be used.

| | |
|--|---|
| Focus Groups Basis for Decision Not appropriate for this task. | <input type="radio"/> Yes <input checked="" type="radio"/> No How Information Will Be Used |
| Interviews Basis for Decision There is a need to talk with supervisors, managers, trainers, and job holders to get the basic information about the job, tasks, skills, and supporting knowledge required. Once this information is gathered, reviewed, and analyzed, interviews are used in the process of verification, validation, and certification of the training to support the job | <input checked="" type="radio"/> Yes <input type="radio"/> No How Information Will Be Used |

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Fig. 14D

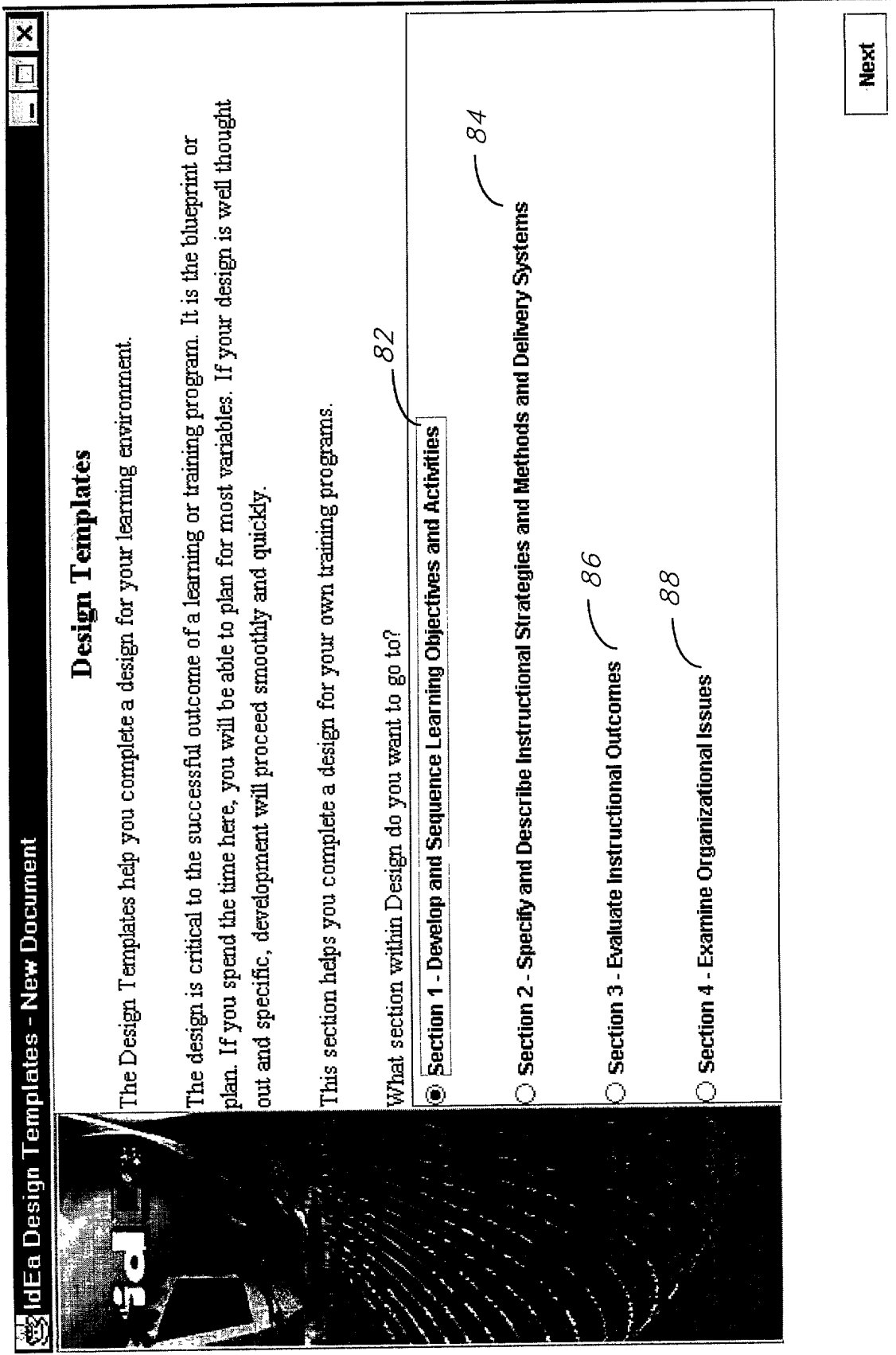


Fig. 15A

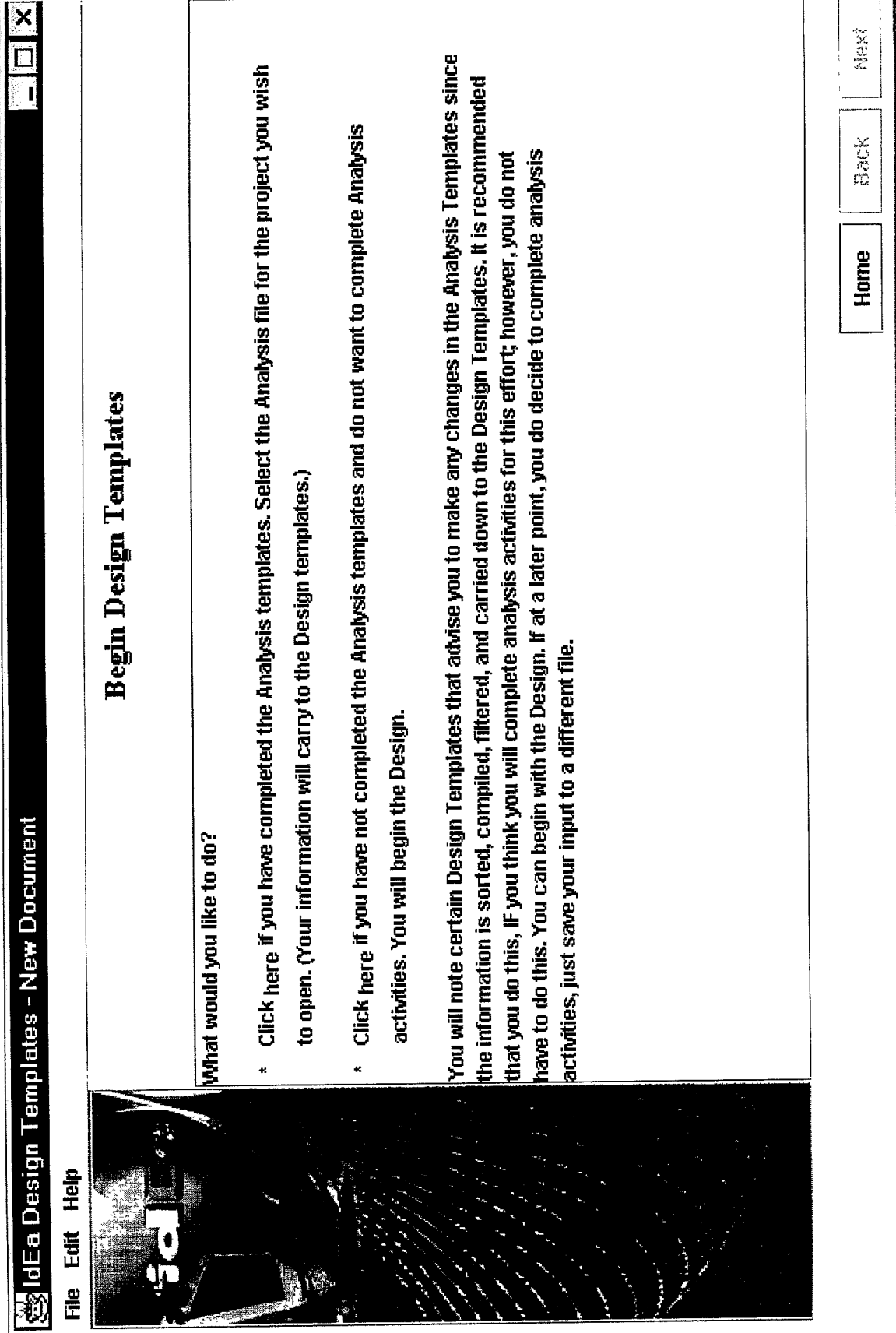
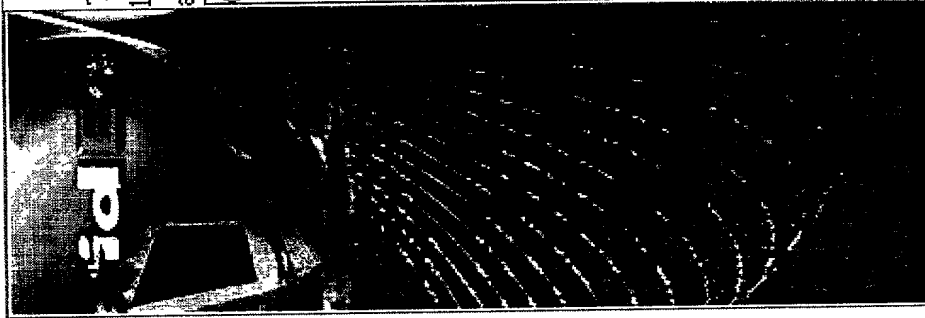


Fig. 15B



Develop and Sequence Learning Objectives

The first activity in the Design Phase is to develop objectives for every major item, and to correlate the learning environment with the performance objectives. Then you begin to sequence the objectives, instruction, and learning activities. You can use the templates to help you with the following tasks.


- ☒ Develop Learning Objectives
- ☐ Correlate the Learning Environment with the Performance Objectives
- ☐ Sequence Instruction, Learning Activities, and Objectives

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Fig. 15C


IdEa Design Templates - MCTFCUDesignSectionOneNewVersion_SectionOne

File
Edit
Help



Develop Learning Objectives

The first activity in the design phase is to develop objectives for every major item - a task, skill, knowledge, etc. - identified for training in the Analysis Phase. The objectives should be consistent with the instructional need.

Learning objectives state exactly what learners are expected to do to demonstrate mastery of the content. They express the expected behaviors or performance once the learning or training is complete. They do not describe learning activities. They are based directly on job performance measures or on learning requirements. Use the following templates to help you write objectives.

- ☐ Write Objectives
- ☐ Distinguish Objectives from Goals
- ☒ Write Performance Objectives
- ☐ Judge Statements of Learning Outcomes

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Fig. 15D

Write Performance Objectives

Performance objectives - terminal and learning performance objectives and enabling objectives - define what learners must be able to do at the end of the learning.

| | |
|---------------------------|--|
| Task1 | Follow appropriate cash handling procedures. |
| Learned Capability | Count cash three times. |
| Conditions | <p>Given the daily routines in the branch.</p> <p>Members count cash three times using the cash ticket and having the member sign the deposit slip, particularly when the member is getting cash back, with 85% accuracy. Initially as teller level 1, they receive assistance.</p> <p>Tellers follow all starting the day procedures with 85% accuracy.</p> <p>Tellers follow all closing the day procedures with 85% accuracy.</p> <p>Members come to the teller window and as part of the member's transactions, they count cash to give to the member.</p> <p>As part of the starting the day procedures, tellers login to Symlitar and purchase cash from the vault. They also set up the cash drawer with no more than \$20,000 and position the bait money.</p> <p>Tellers follow end of the day procedures, and verify and strap currency, and handle end of the</p> |
| Standards | |
| Cues | |

Fig. 15E

Determine Instructional Resources

Resources are critical factors in the instructional system. They need to be reviewed and analyzed from the initial planning through instructional development, implementation, and evaluation and maintenance. It is important to match the anticipated instructional requirements with resources appropriate to the instructional setting as early as possible. The success of a learning/training program often depends on the adequacy and timeliness of these resources.

| Human Resources | Availability | Who Is Responsible |
|--|---------------------|---|
| Trainer | X Yes ___ No | Director of Technical Training Programs |
| Head teller | | |
| Assistant Branch Manager or Branch Manager | | |
| N/A | X Yes ___ No | |
| Facilities | Availability | Who Is Responsible |
| Training room | X Yes ___ No | Director of Technical Training Programs, Trainer, Director of Facilities, Branch Manager, Head Teller |
| Computer lab | | |
| Branch for OJT | | |
| N/A | ___ Yes ___ No | |
| Equipment | Availability | Who Is Responsible |

Fig. 15F

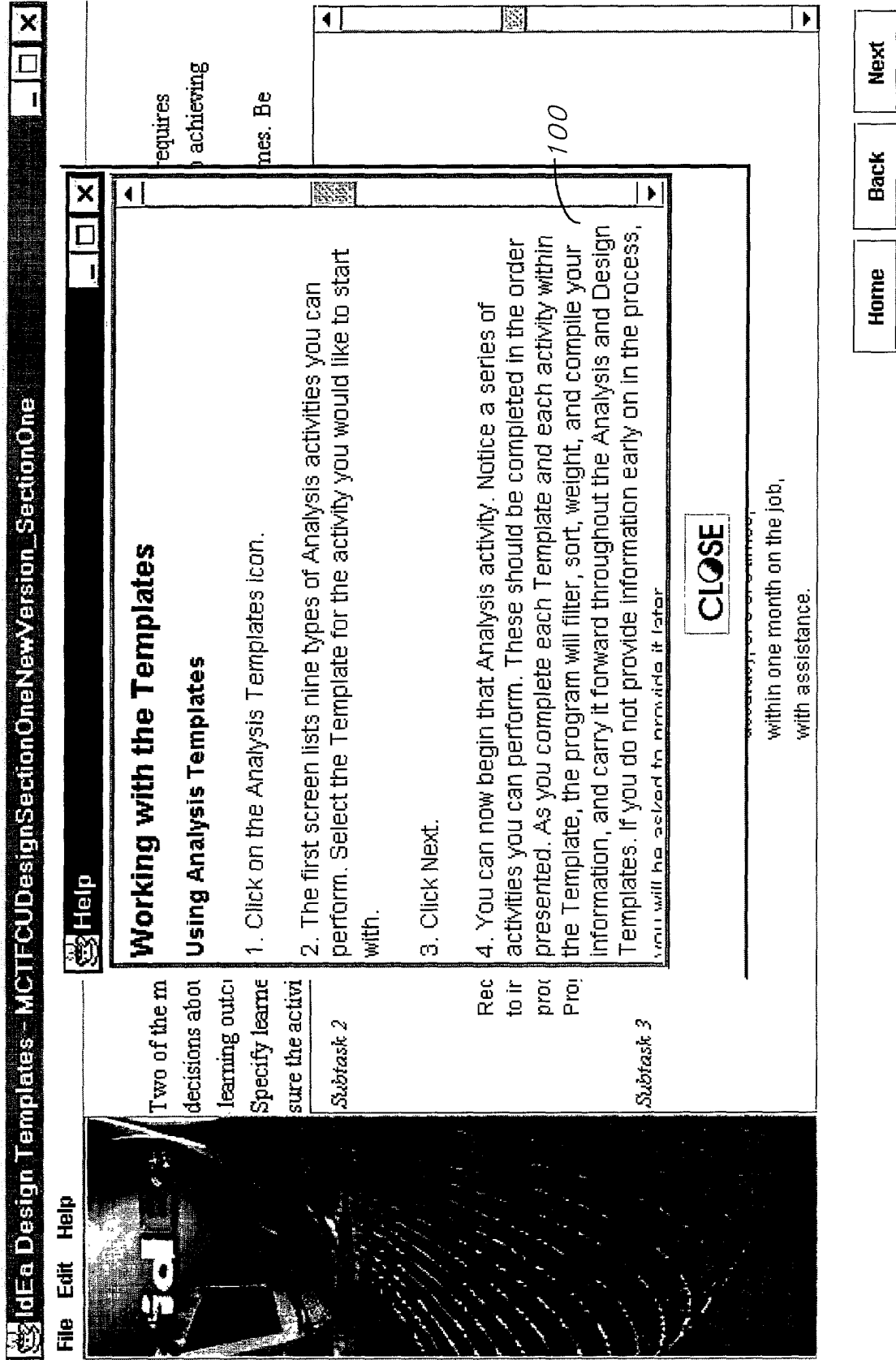


Fig. 15G

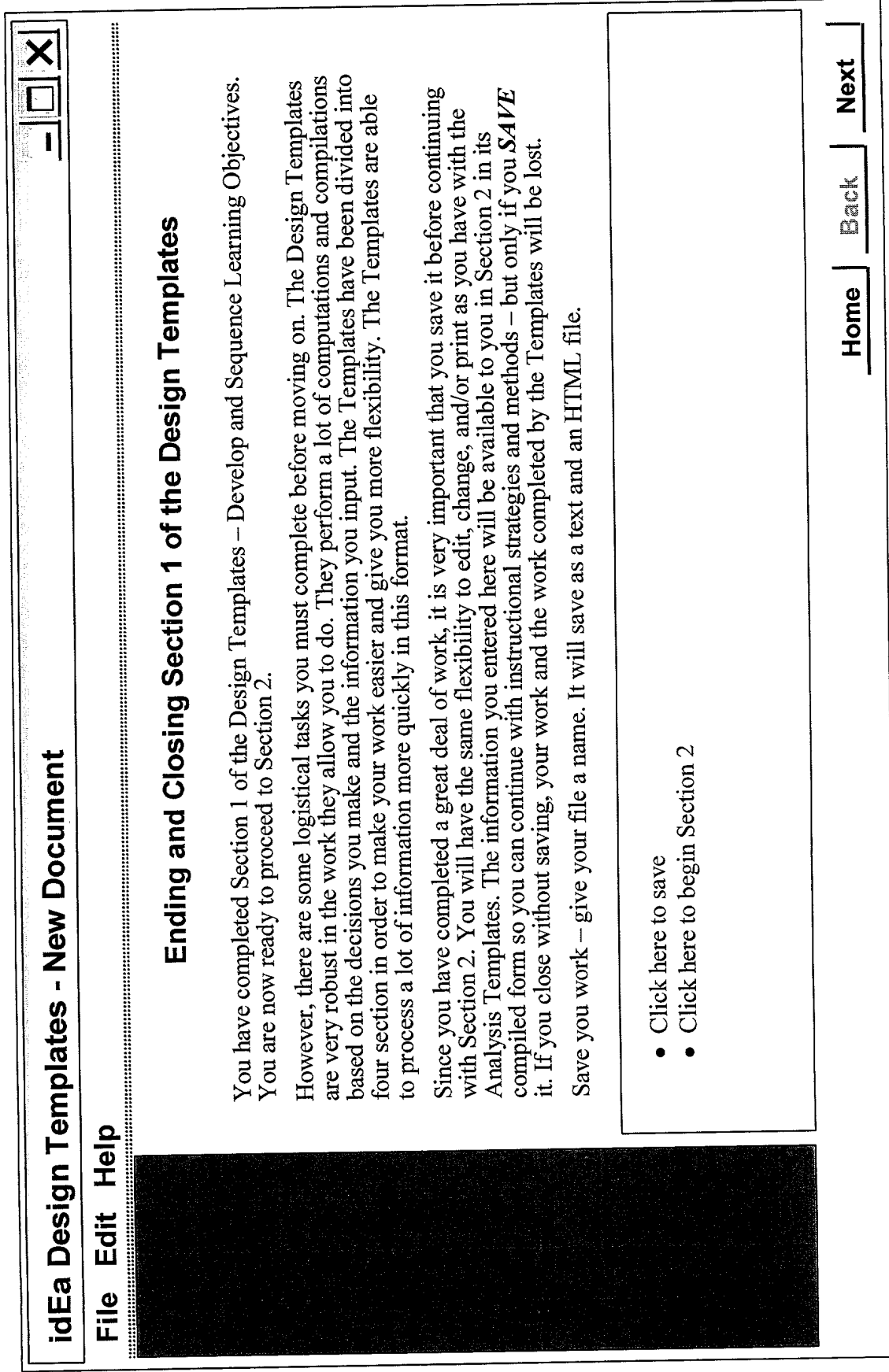


Fig. 15H

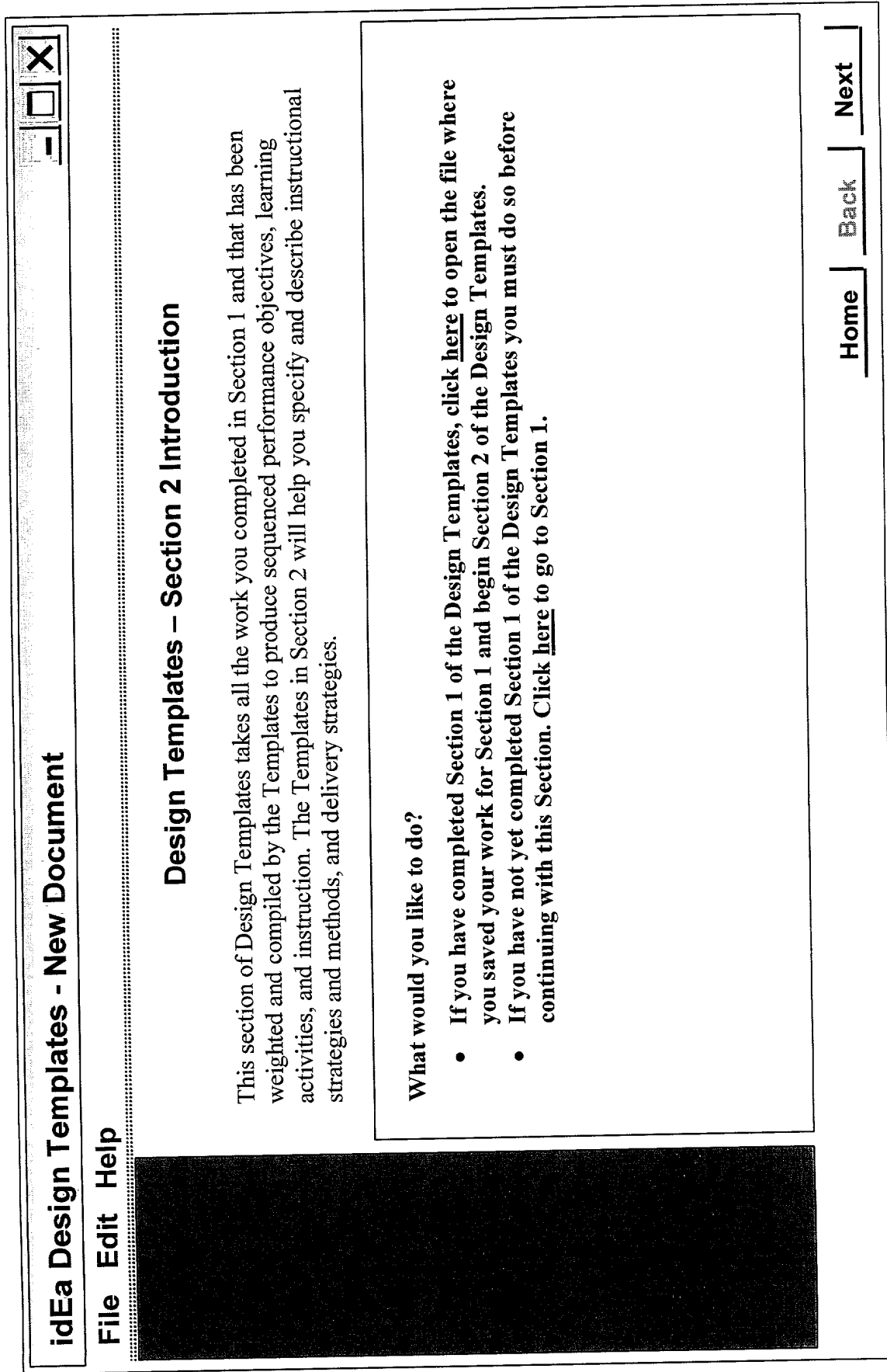


Fig. 151

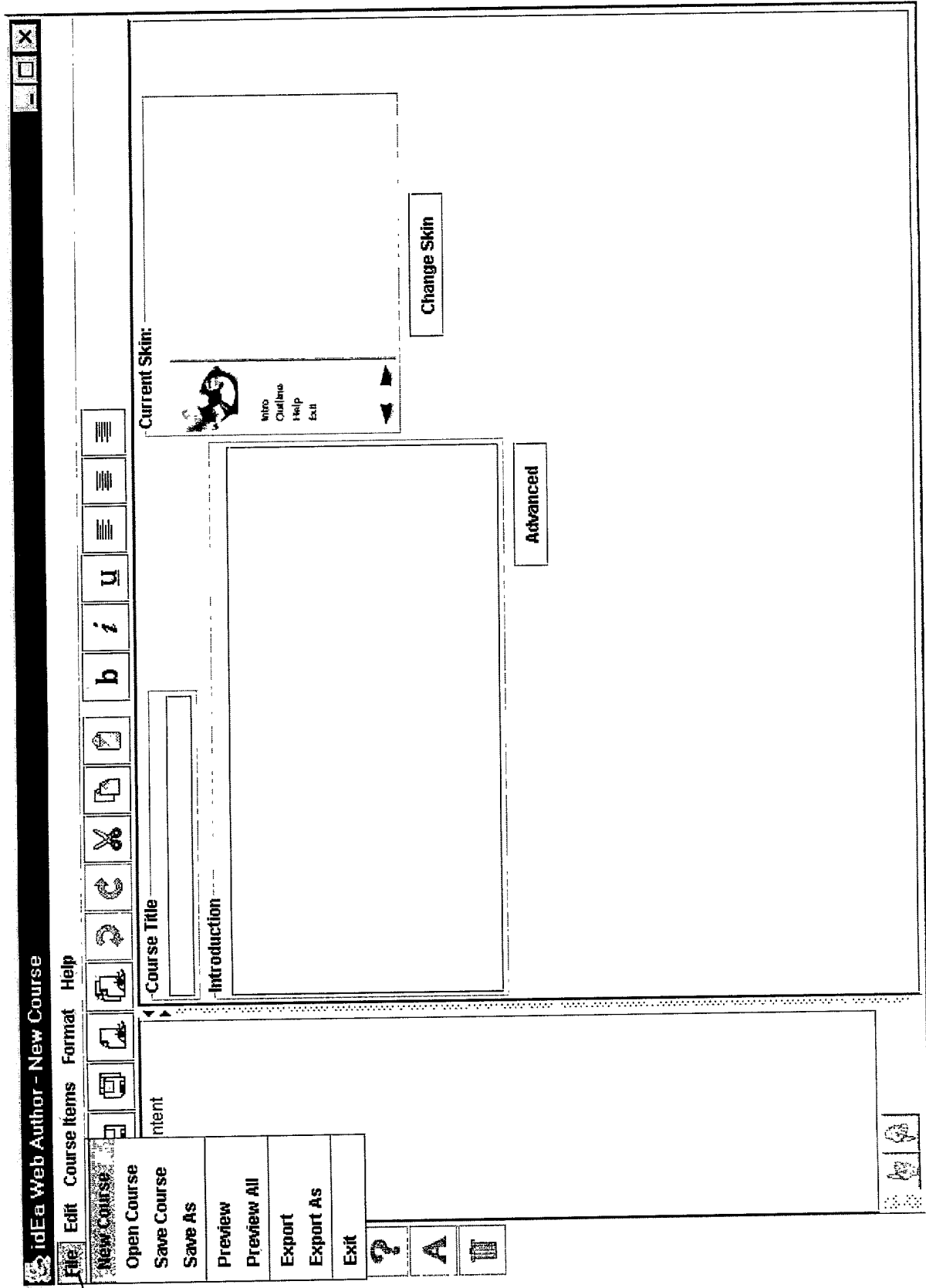


Fig. 16A

128 130 132 134 136 138 140 142

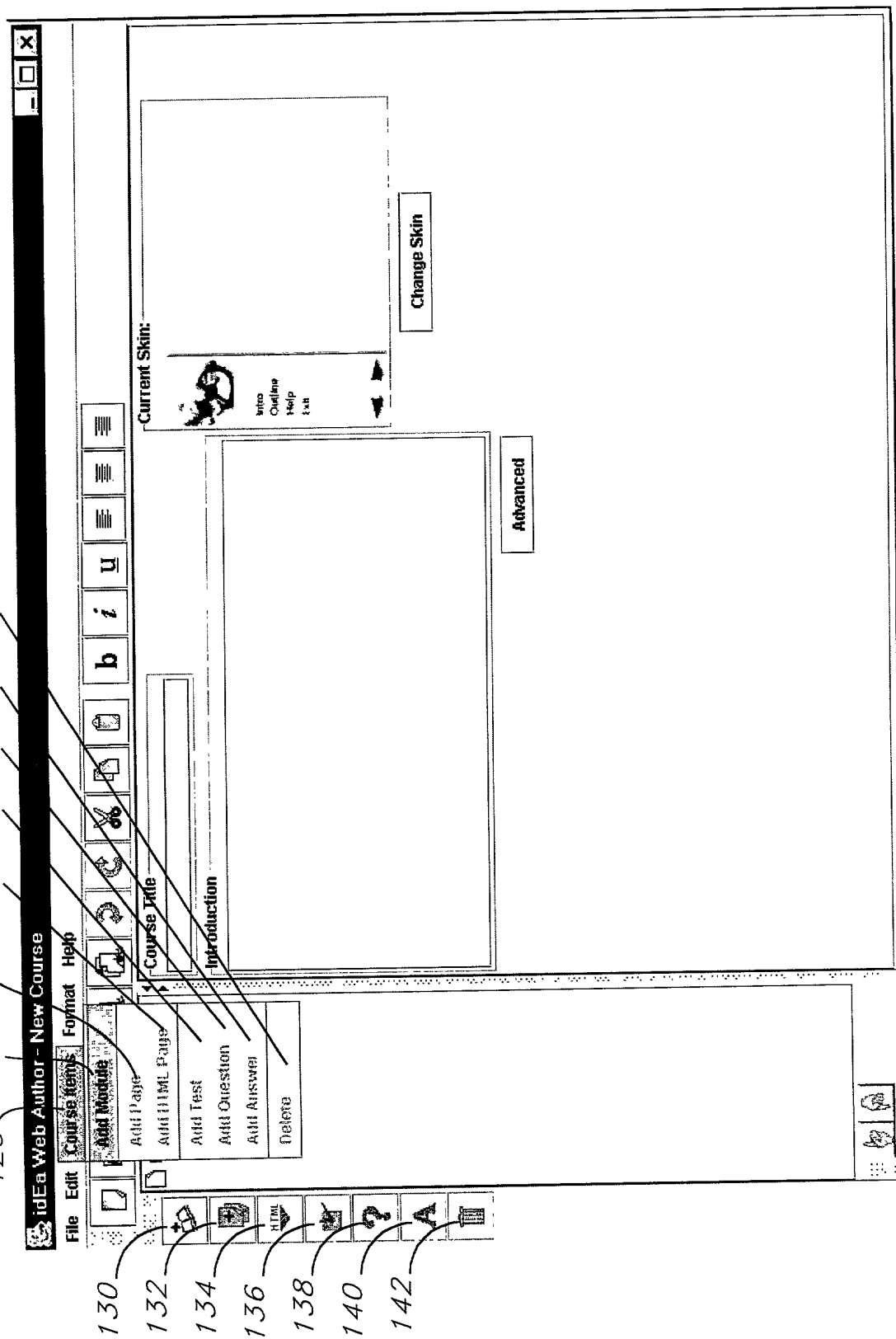


Fig. 16B

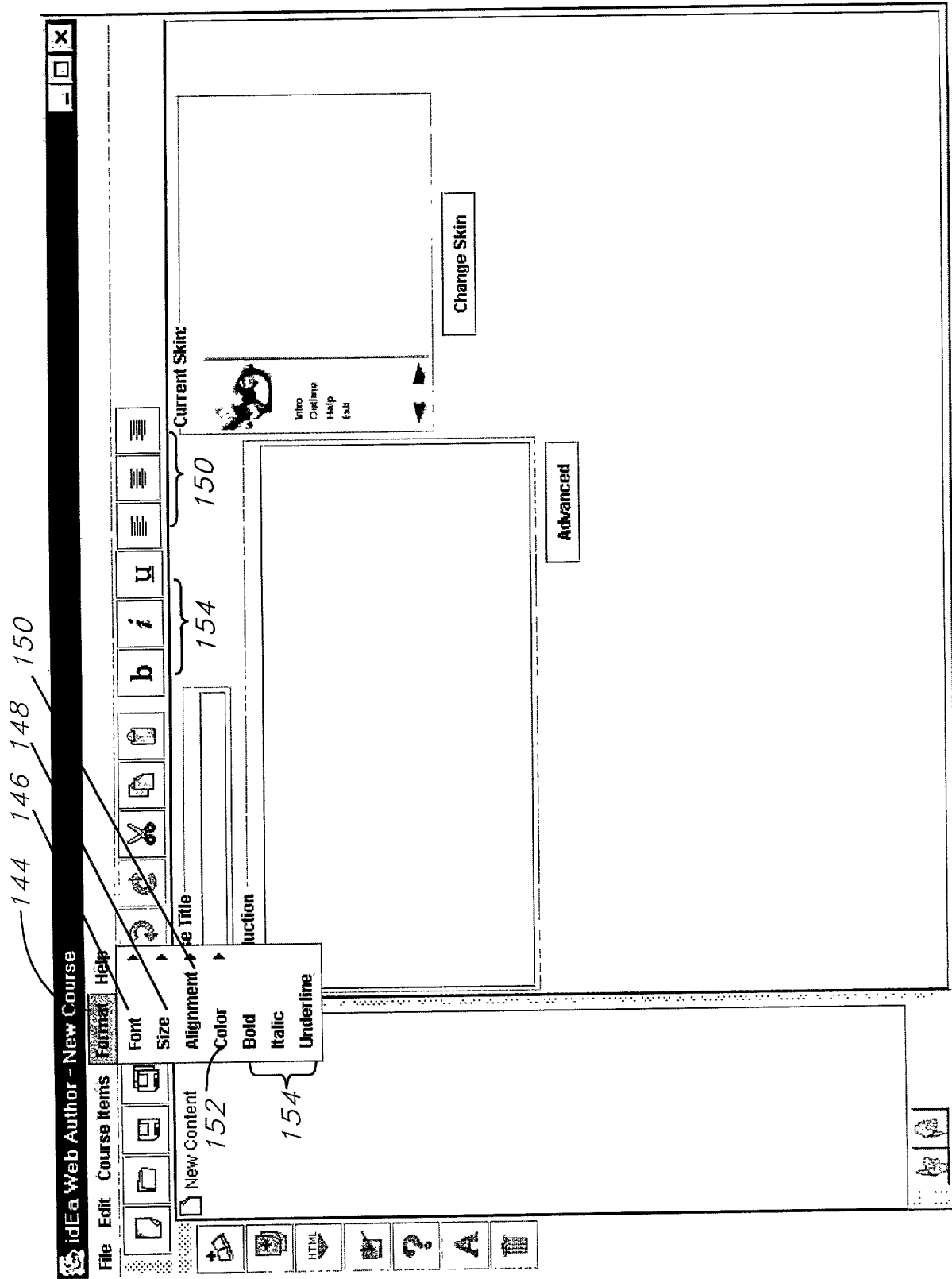


Fig. 16C

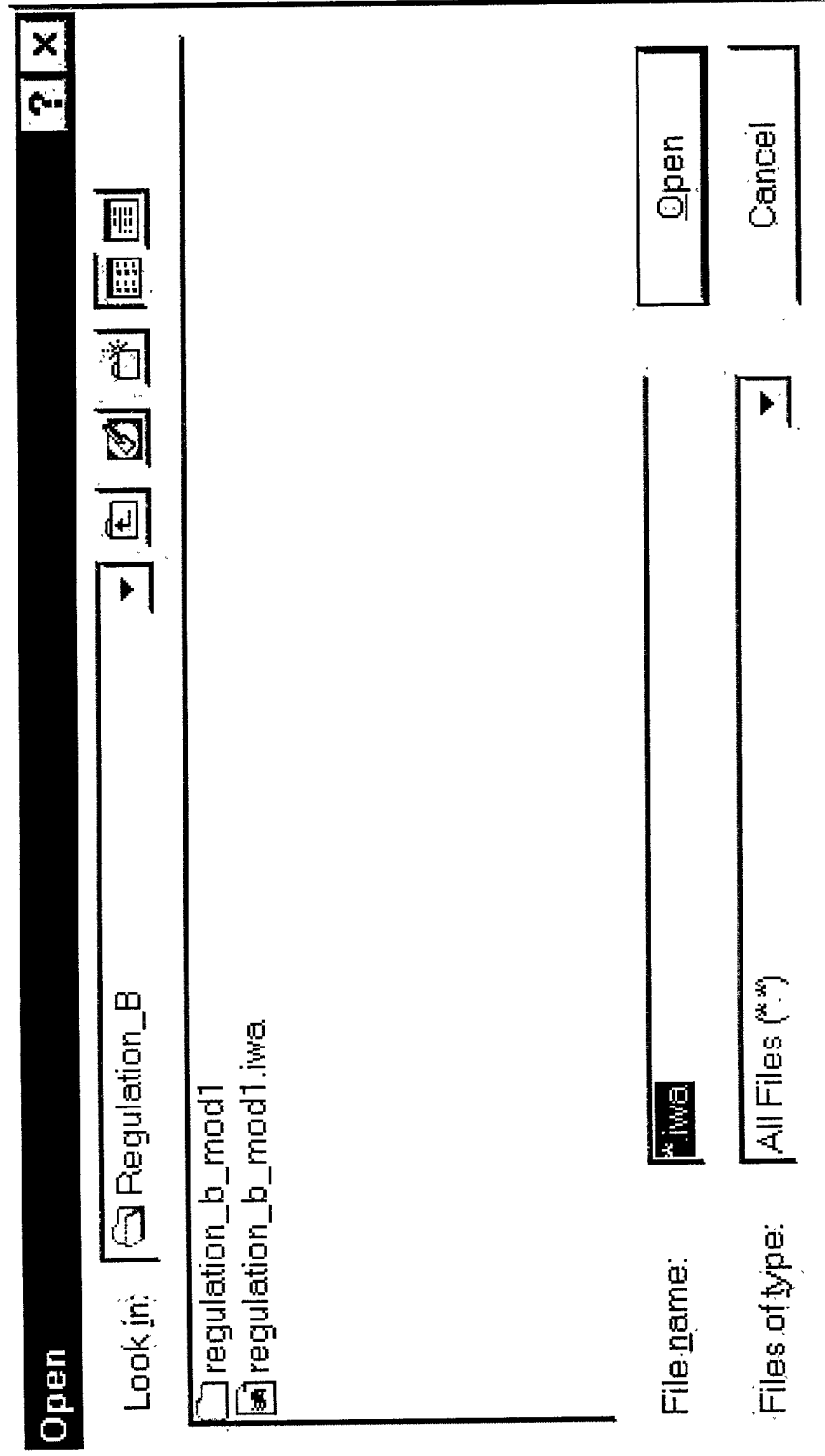


Fig. 16E

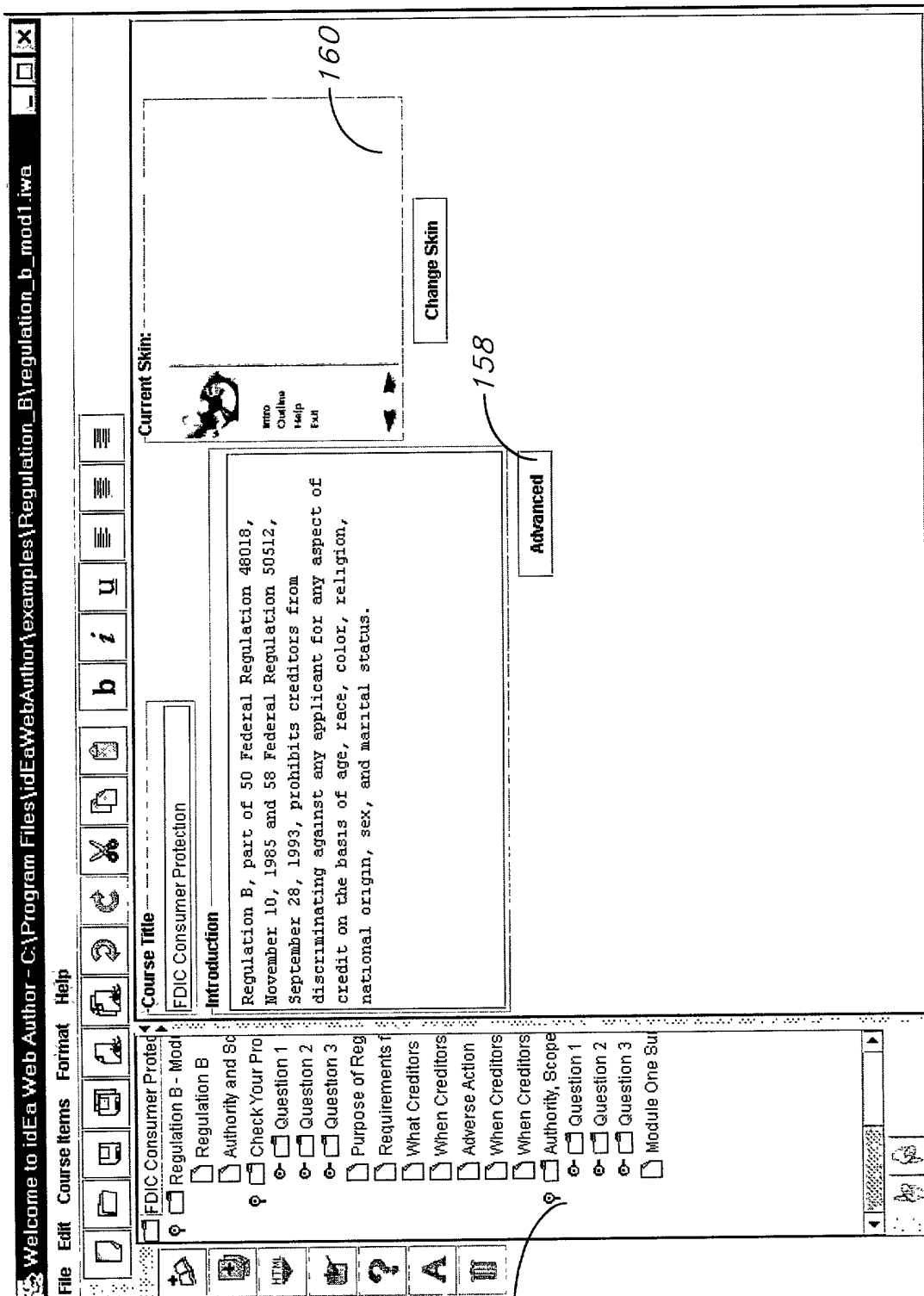


Fig. 16F

160

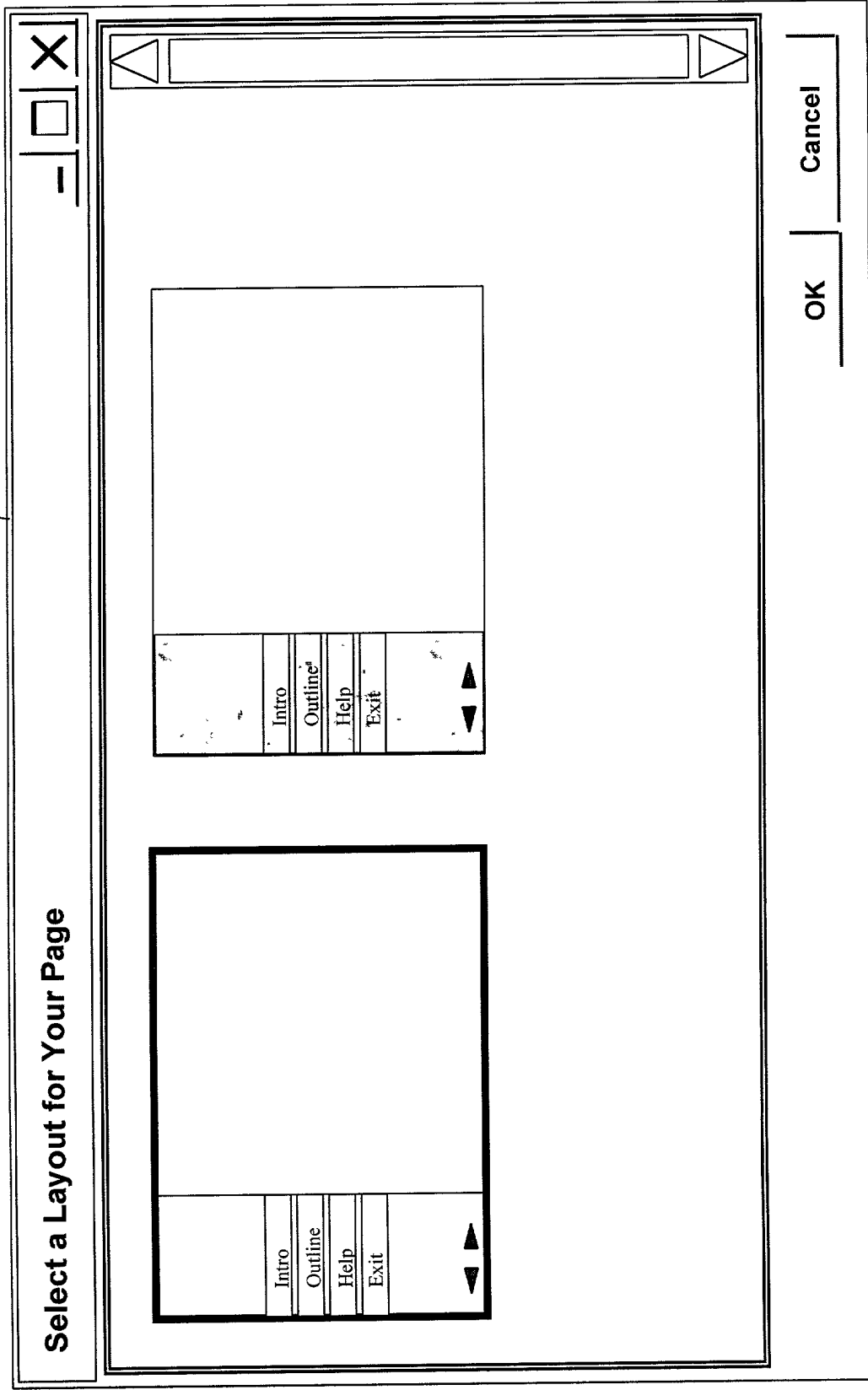


Fig. 16G

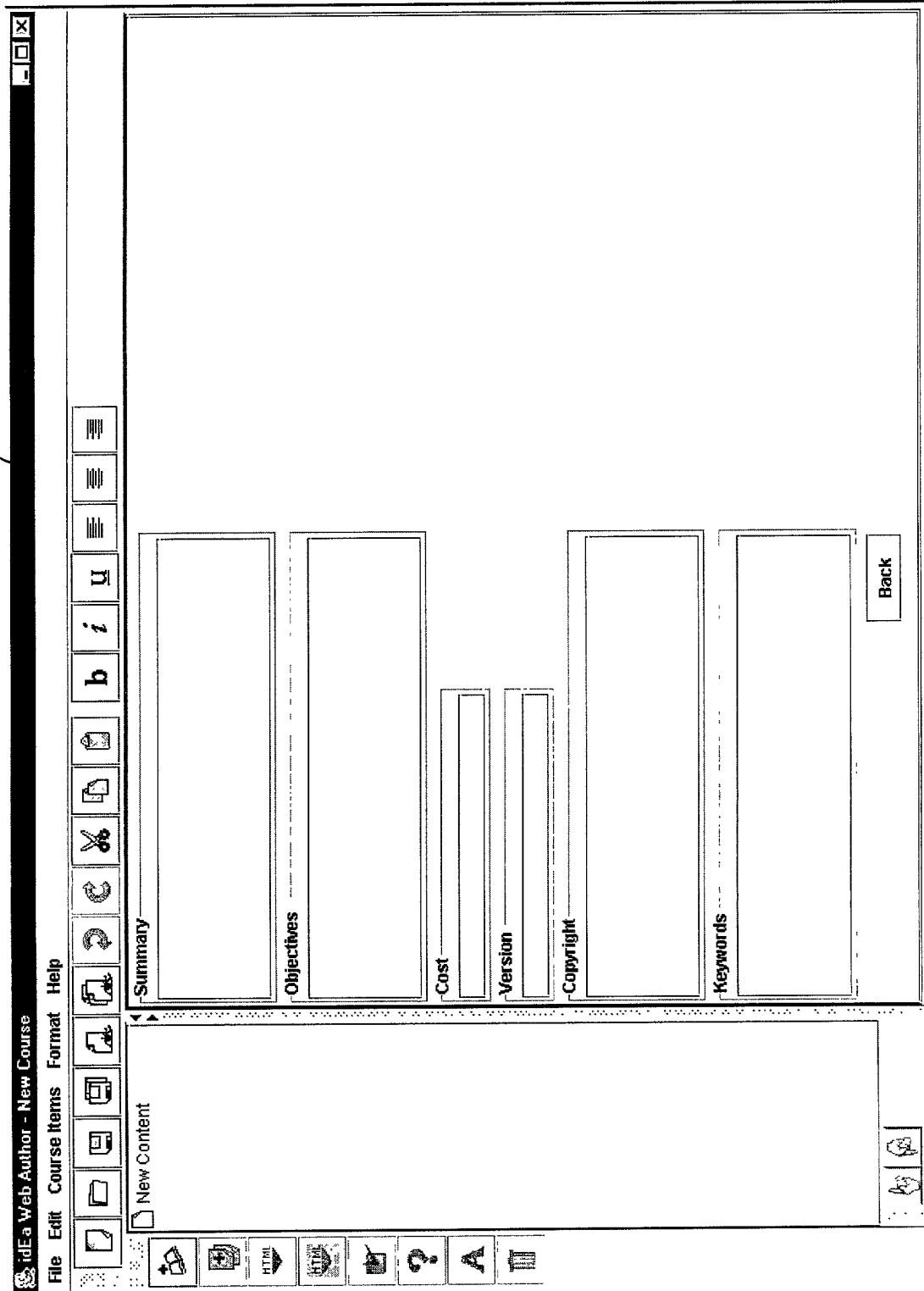


Fig. 16H

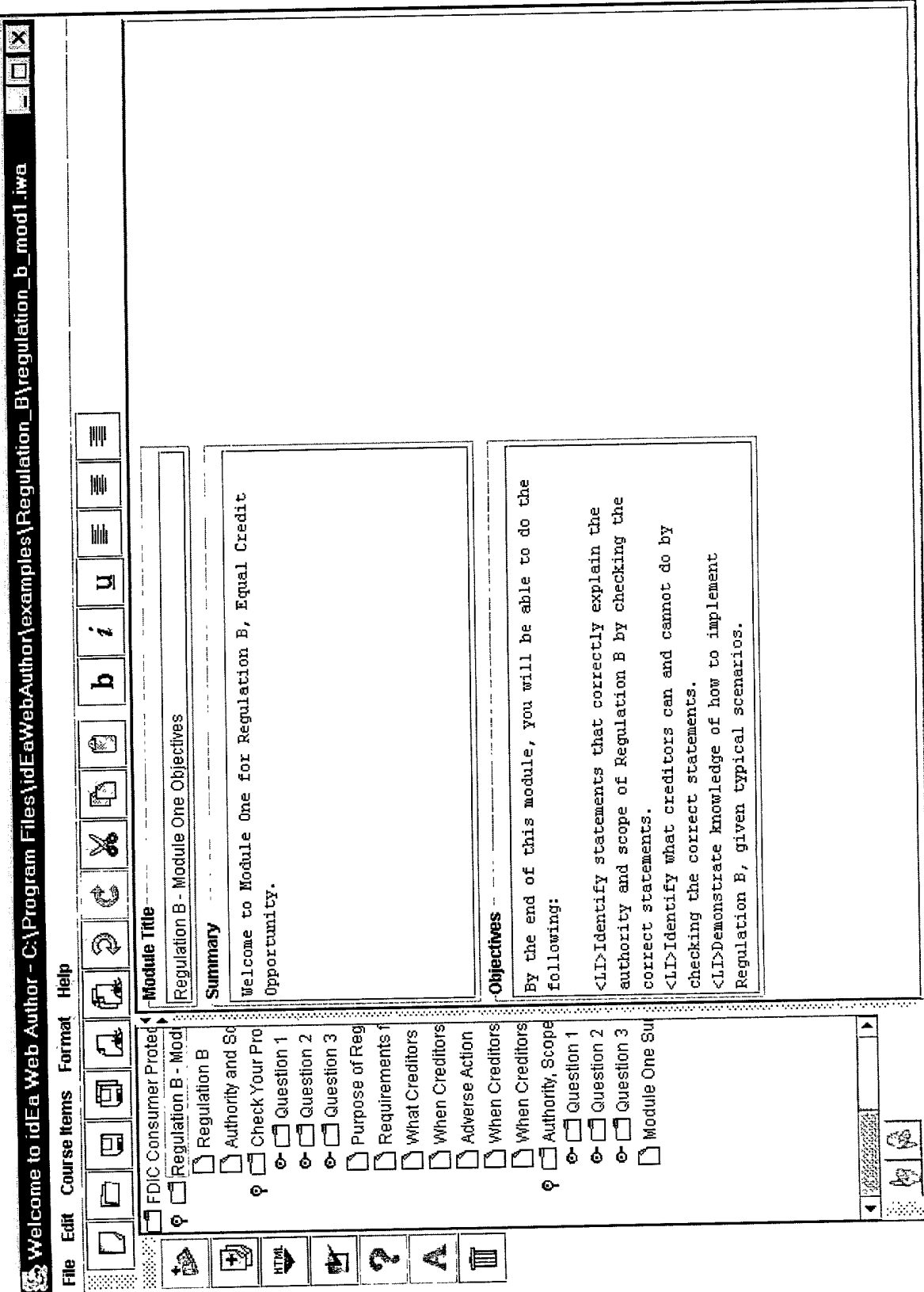


Fig. 16I

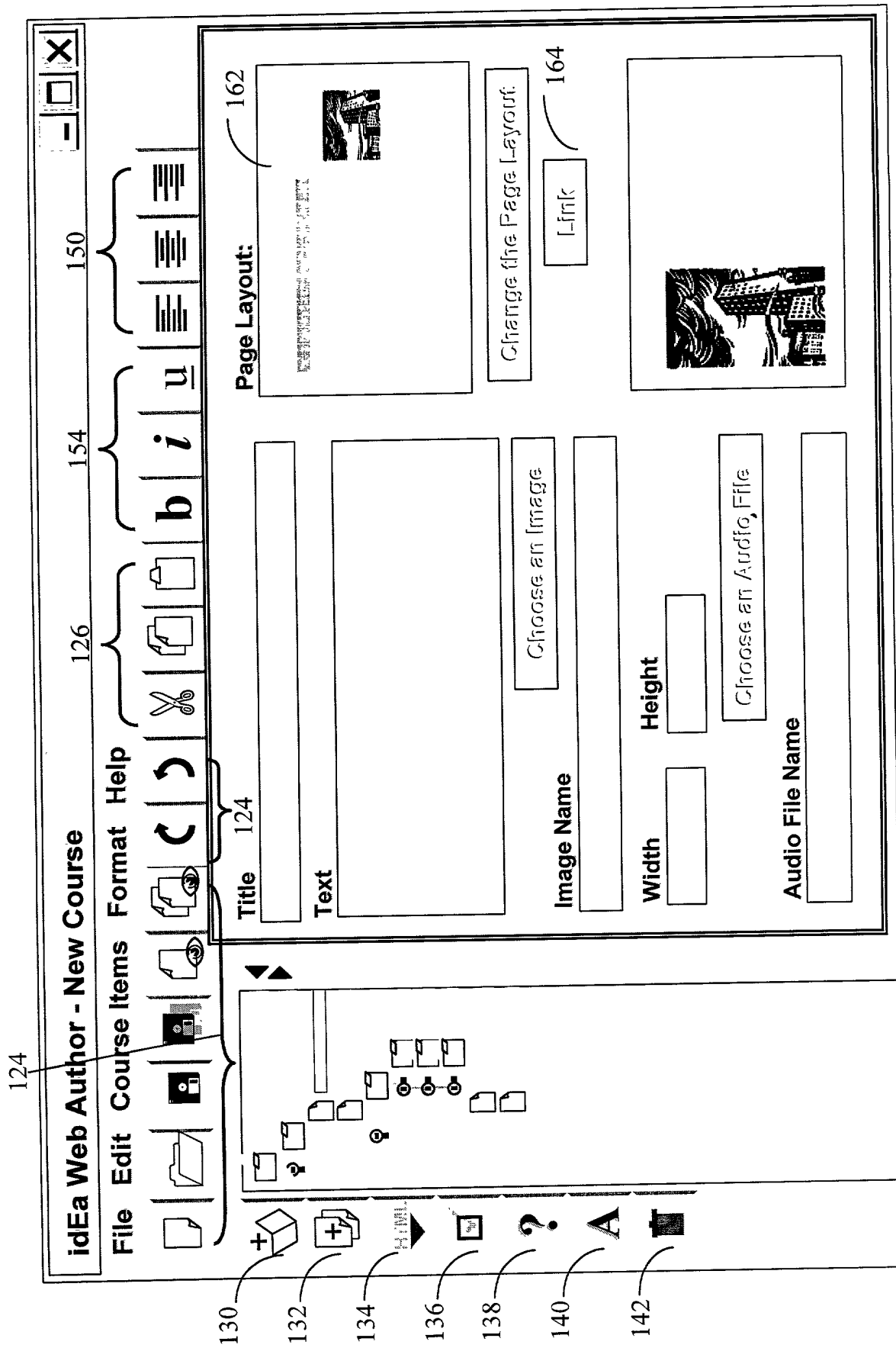


Fig. 16J

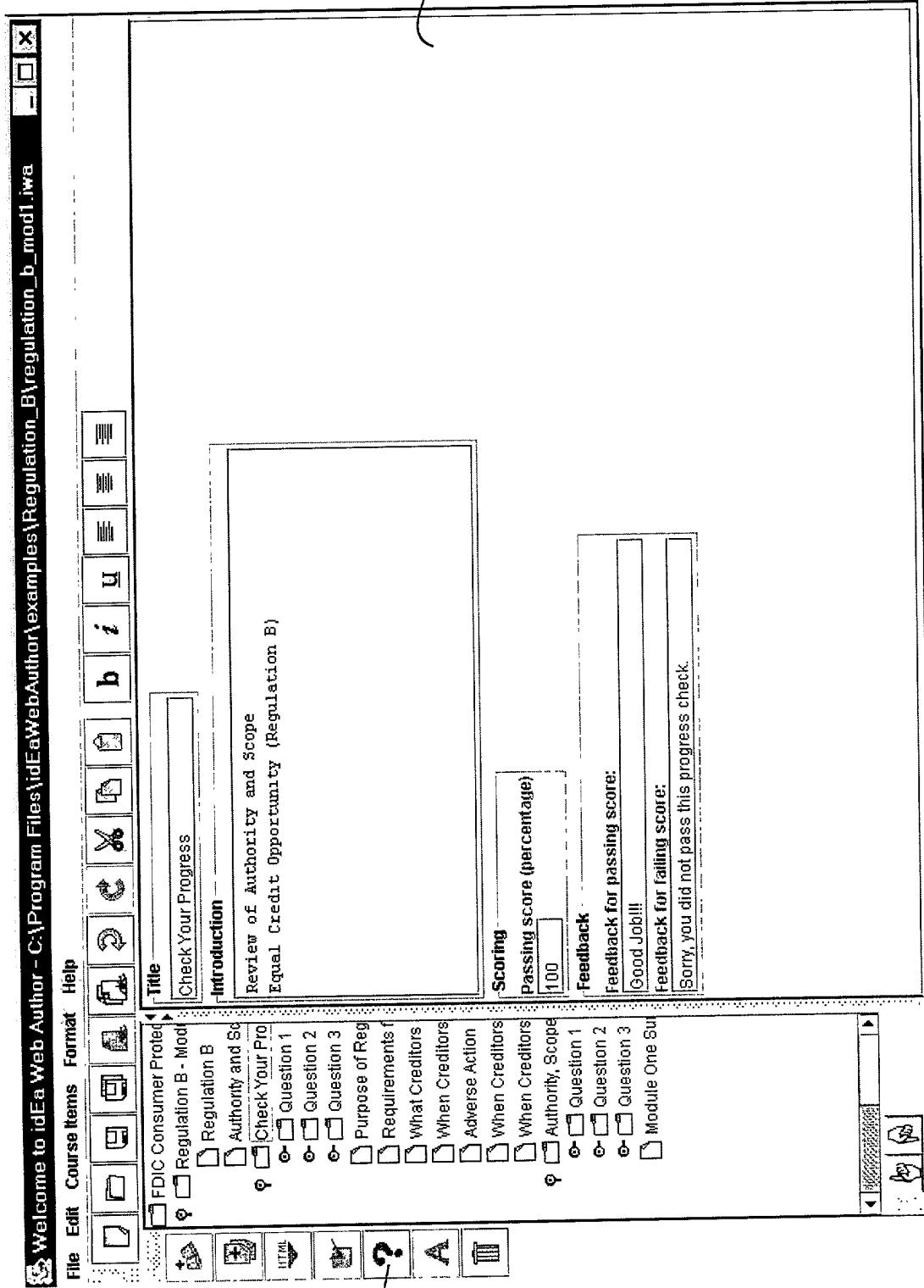


Fig. 16K

New Question

-

X

Select the Type of Question You Wish to Add.

☒ True/False

☐ Fill in the Blank

☐ Multiple Choice

☐ Matching

☐ Ranking

☐ Scenario

OK

Cancel

Fig. 16L

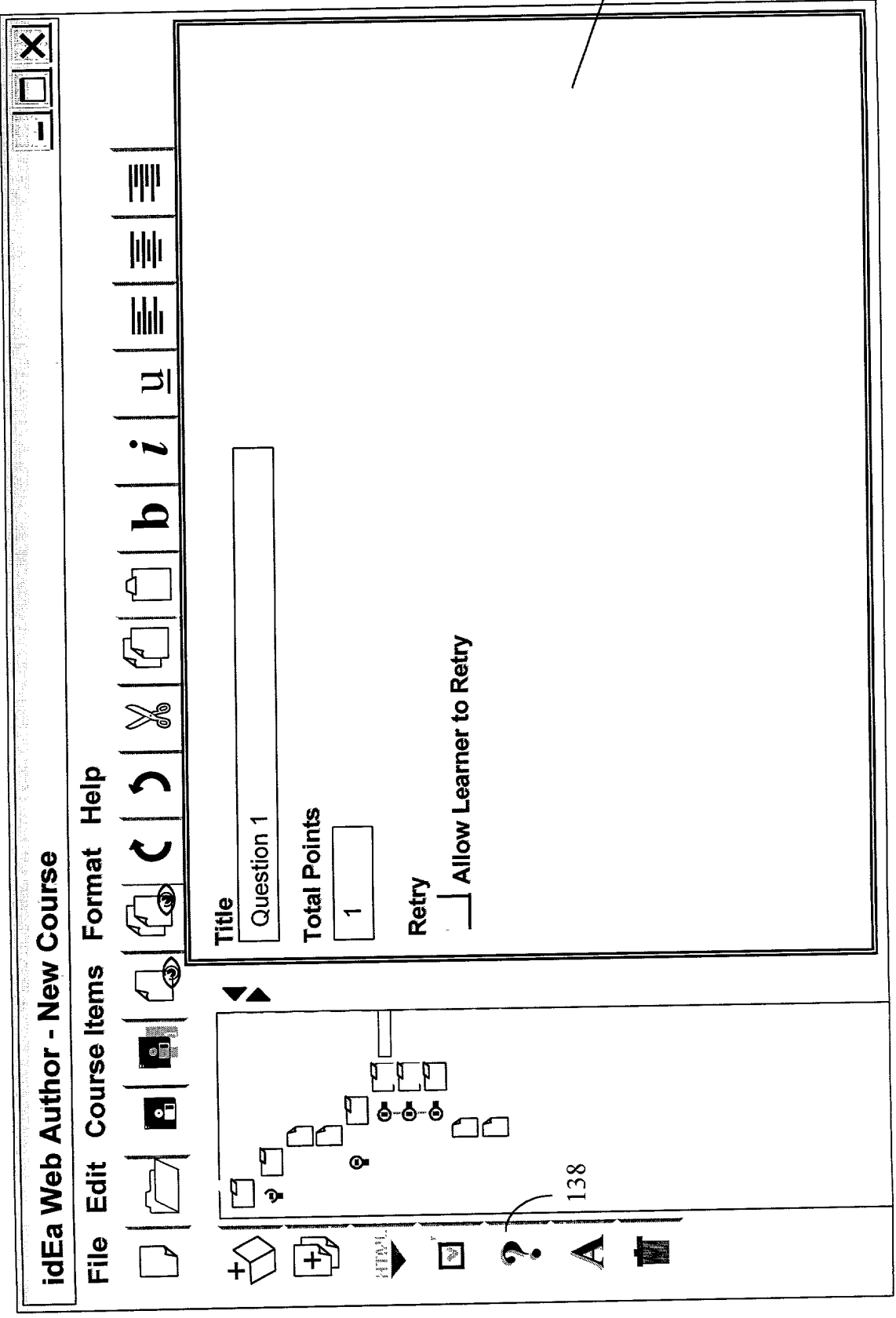


Fig. 16M

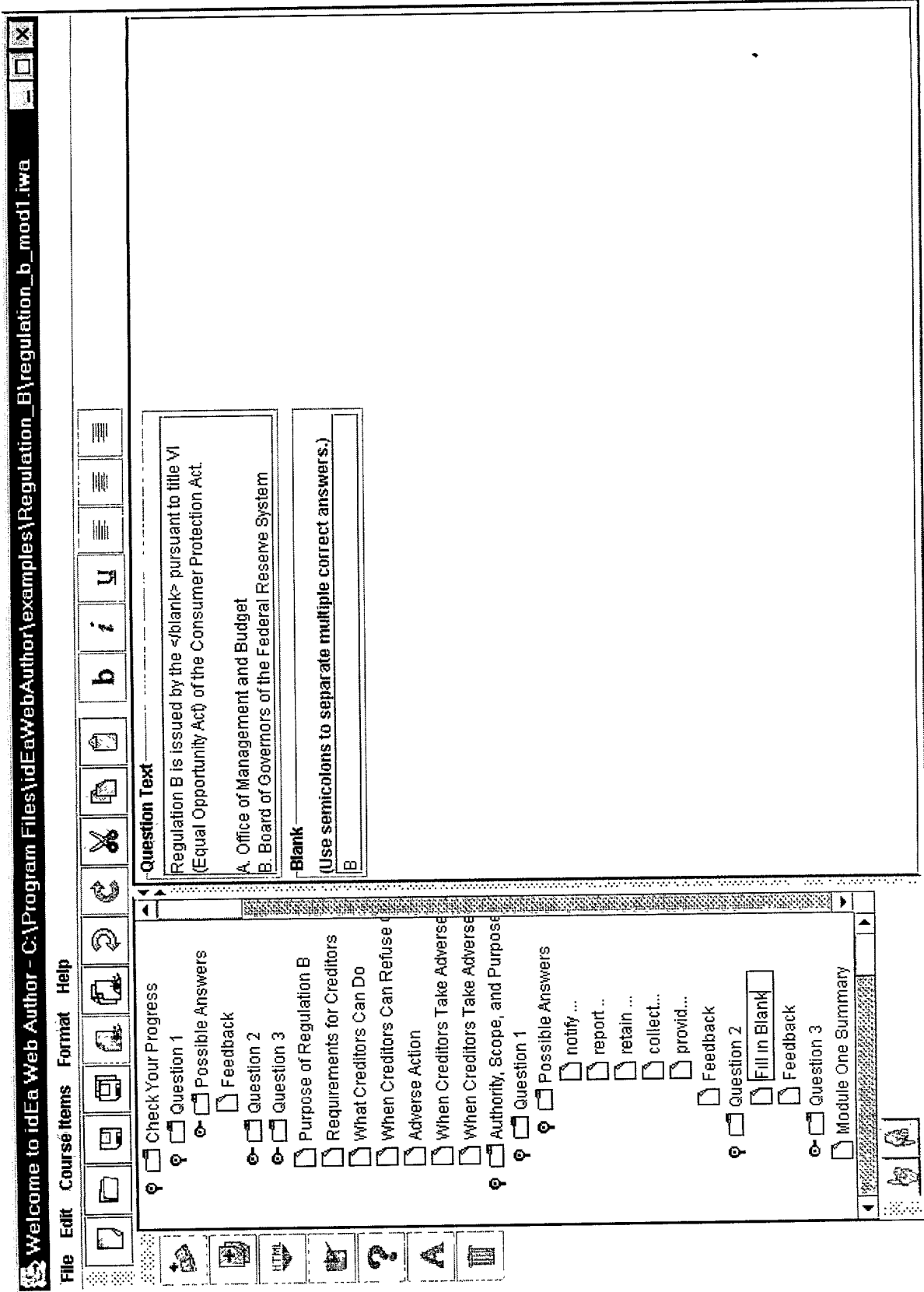



Fig. 16N



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Regulation B - Module One Objectives

Summary

Welcome to Module One for Regulation B, Equal Credit Opportunity.

Objectives

By the end of this module, you will be able to do the following:

- Identify statements that correctly explain the authority and scope of Regulation B by checking the correct statements.
- Identify what creditors can and cannot do by checking the correct statements.
- Demonstrate knowledge of how to implement Regulation B, given typical scenarios.

Fig. 17A





| | |
|--|--|
|  | <div data-bbox="324 1543 1347 1869"><div data-bbox="755 1638 1031 1827"><p>Intro</p><p>Outline</p><p>Help</p><p>Exit</p></div><div data-bbox="1250 1554 1315 1848"></div></div> <div data-bbox="324 787 365 1155"><p>Table of Contents</p></div> <div data-bbox="503 1092 544 1533"><p><u>FDIC Consumer Protection</u></p></div> <div data-bbox="592 903 633 1533"><p><u>Regulation B - Module One Objectives</u></p></div> <div data-bbox="673 819 1193 1470"><ul style="list-style-type: none">• <u>Regulation B</u>• <u>Authority and Scope</u>• <u>Check Your Progress</u>• <u>Purpose of Regulation B</u>• <u>Requirements for Creditors</u>• <u>What Creditors Can Do</u>• <u>When Creditors Can Refuse Credit</u>• <u>Adverse Action</u>• <u>When Creditors Take Adverse Action</u>• <u>When Creditors Take Adverse Action</u>• <u>Authority, Scope, and Purpose</u>• <u>Module One Summary</u></div> |
|--|--|

Fig. 17B

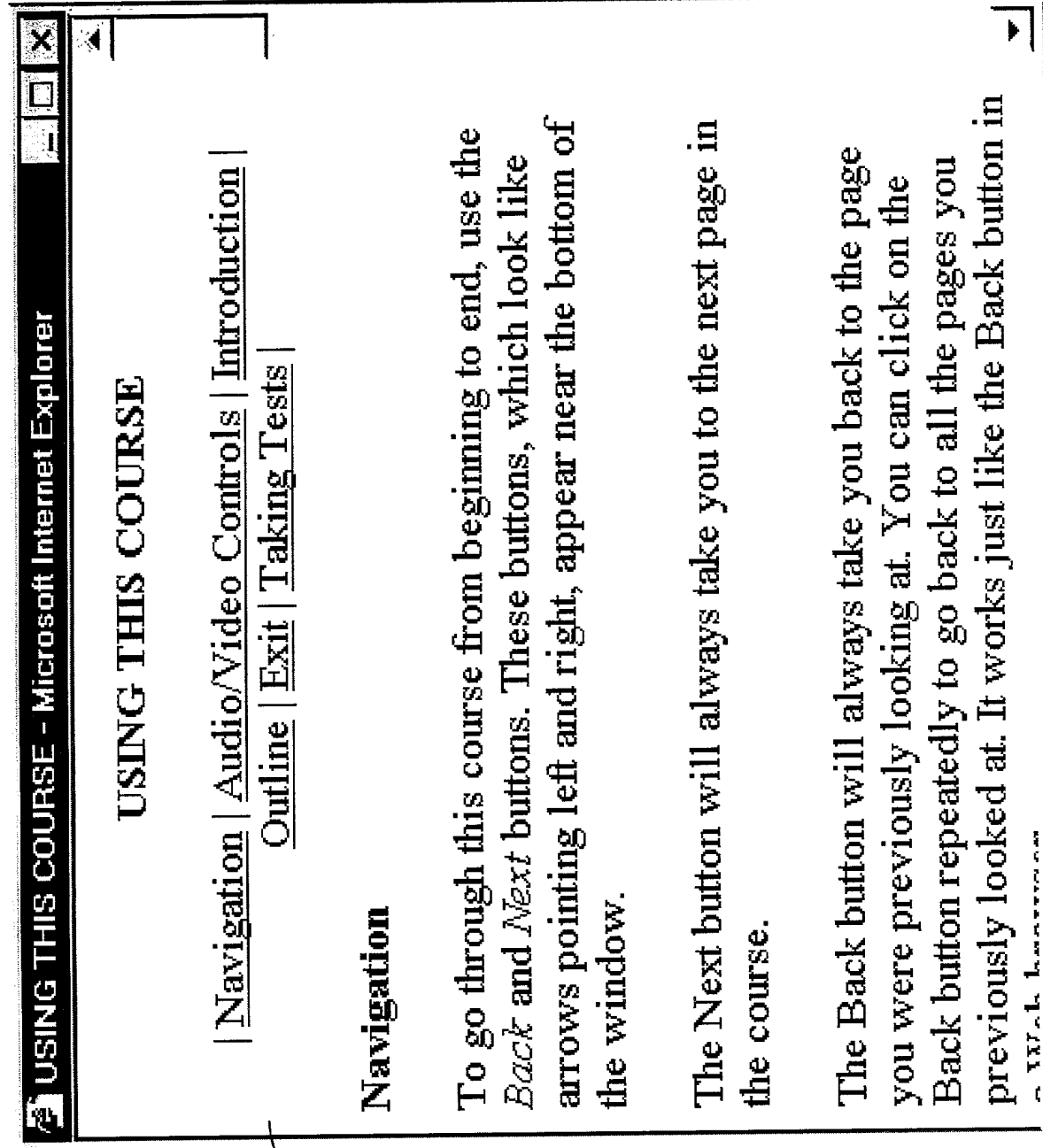


Fig. 17C



Question #2

Regulation B is issued by the _____ pursuant to title VI (Equal Opportunity Act) of the Consumer Protection Act.

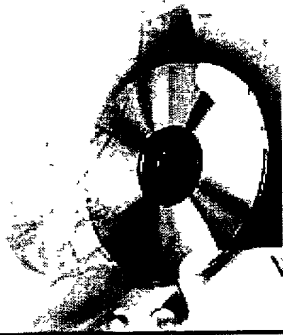
- A. Office of Management and Budget
- B. Board of Governors of the Federal Reserve System

Type your answer:

Submit

Clear

Feedback:



Intro

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Exit



Fig. 17D

Compiled Course (Course Player)

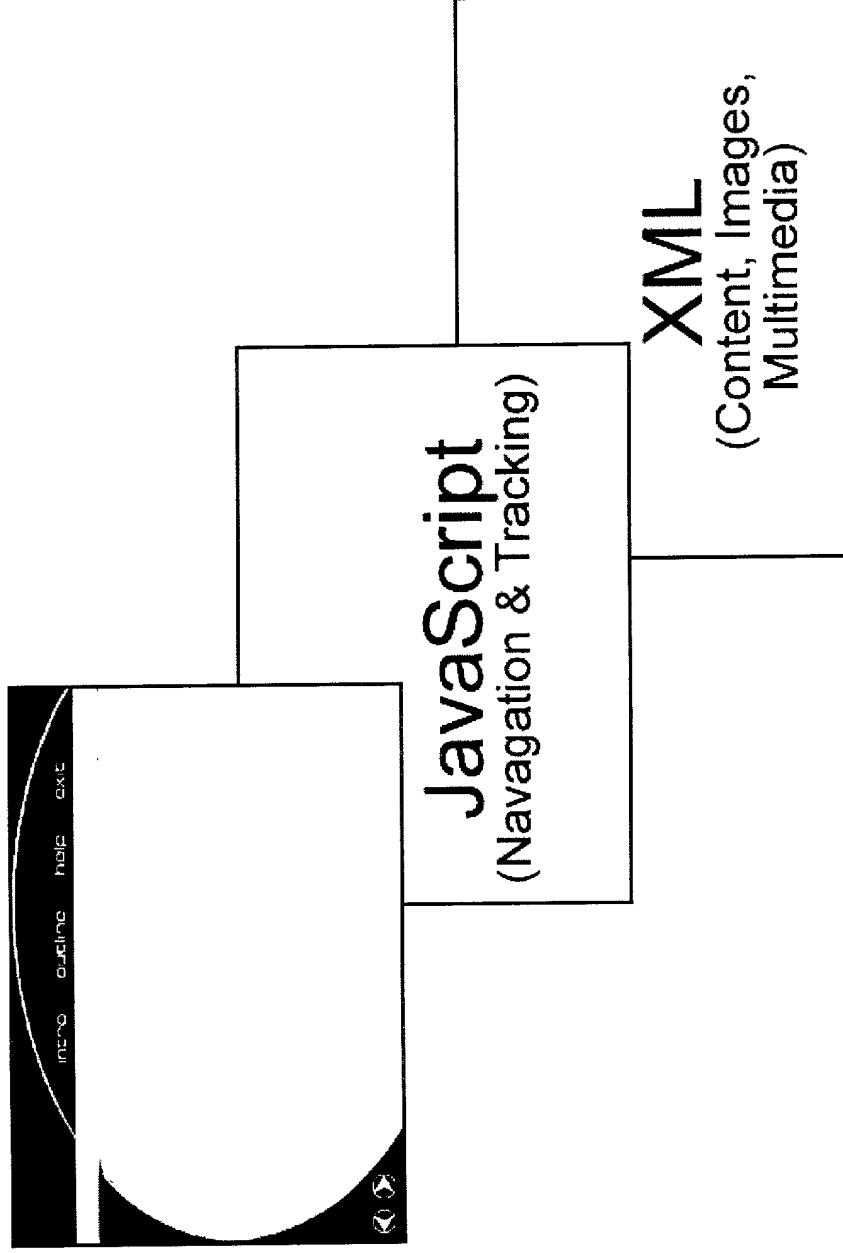


Fig. 18

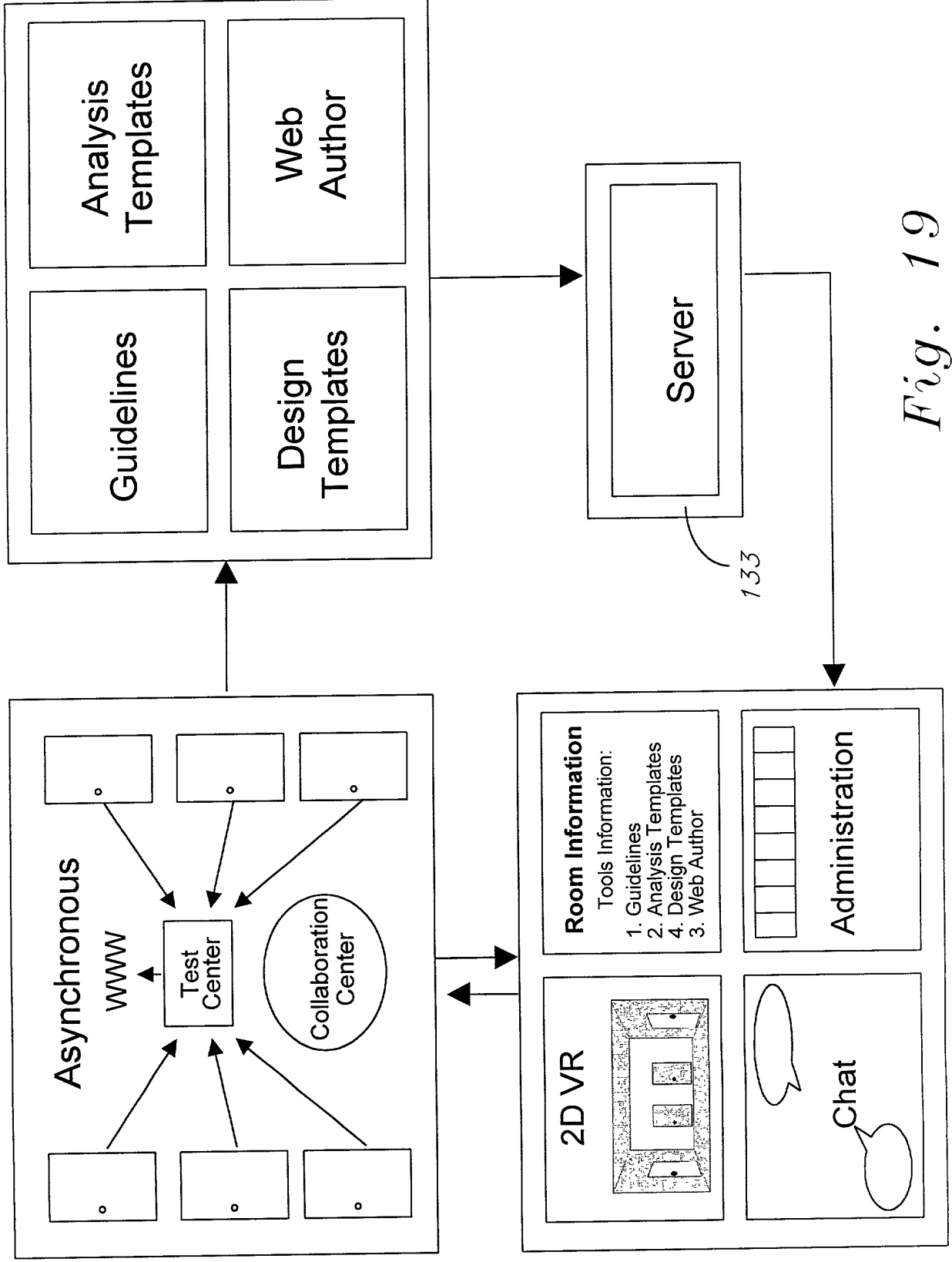


Fig. 19

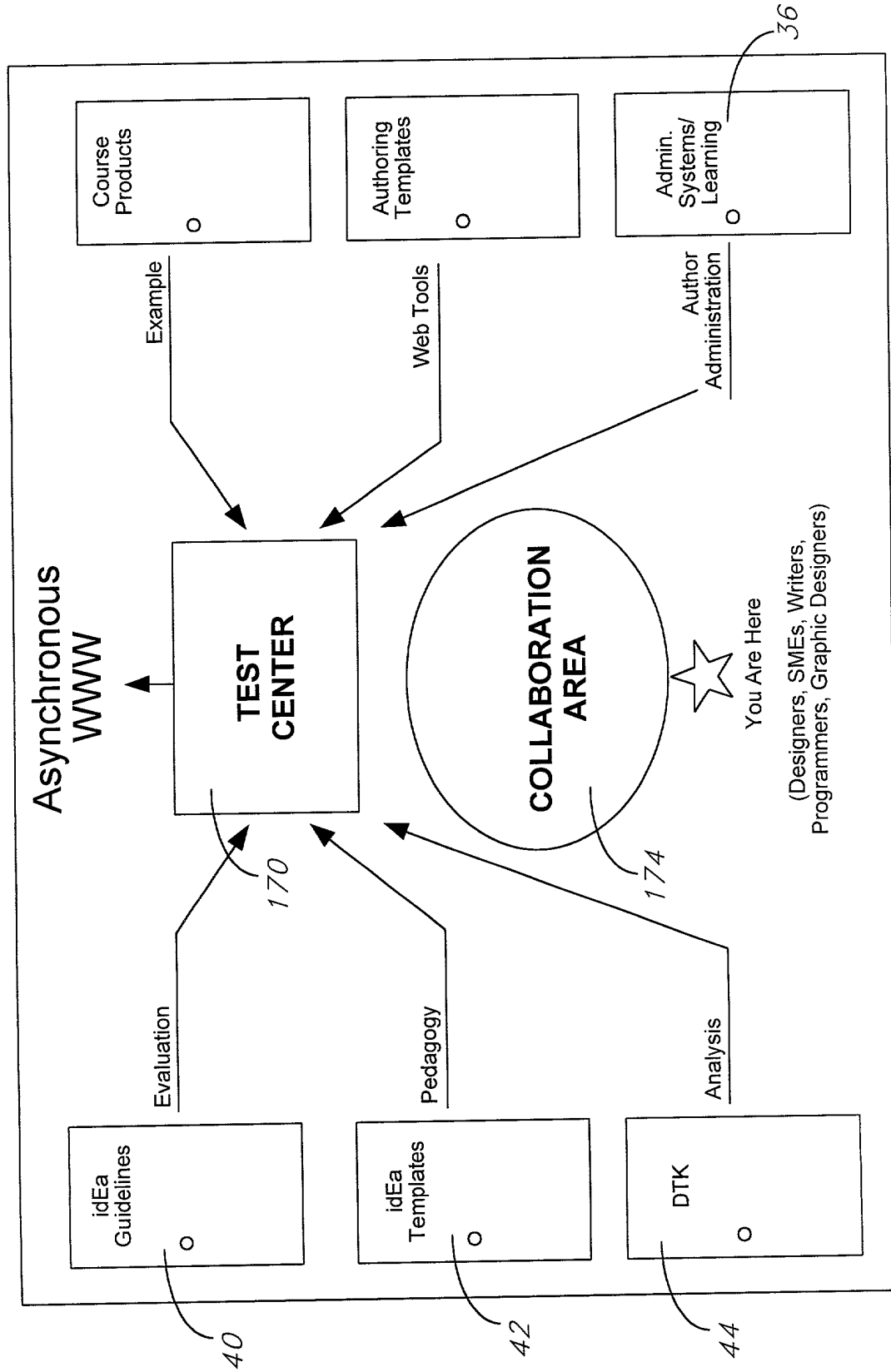


Fig. 20

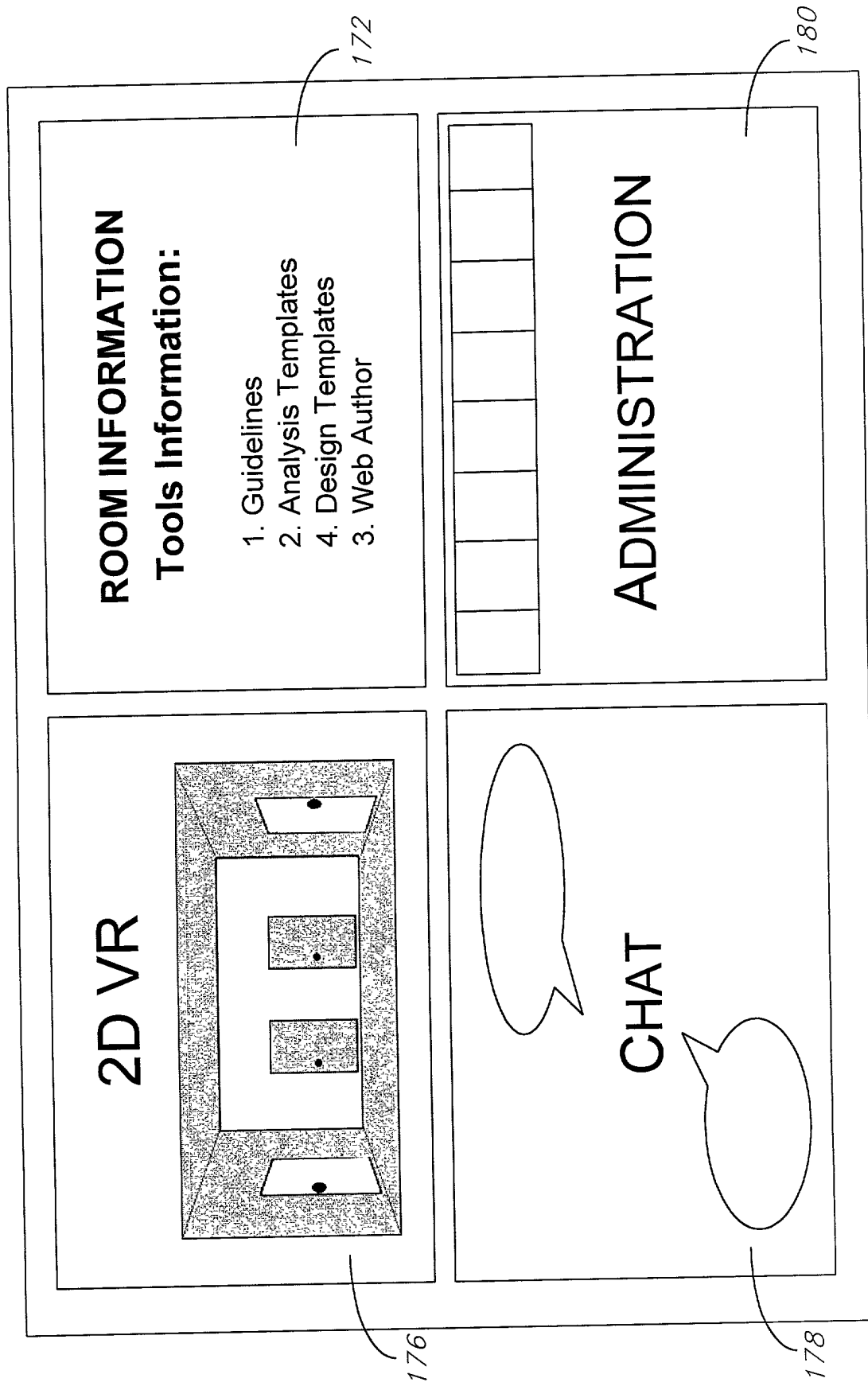


Fig. 21

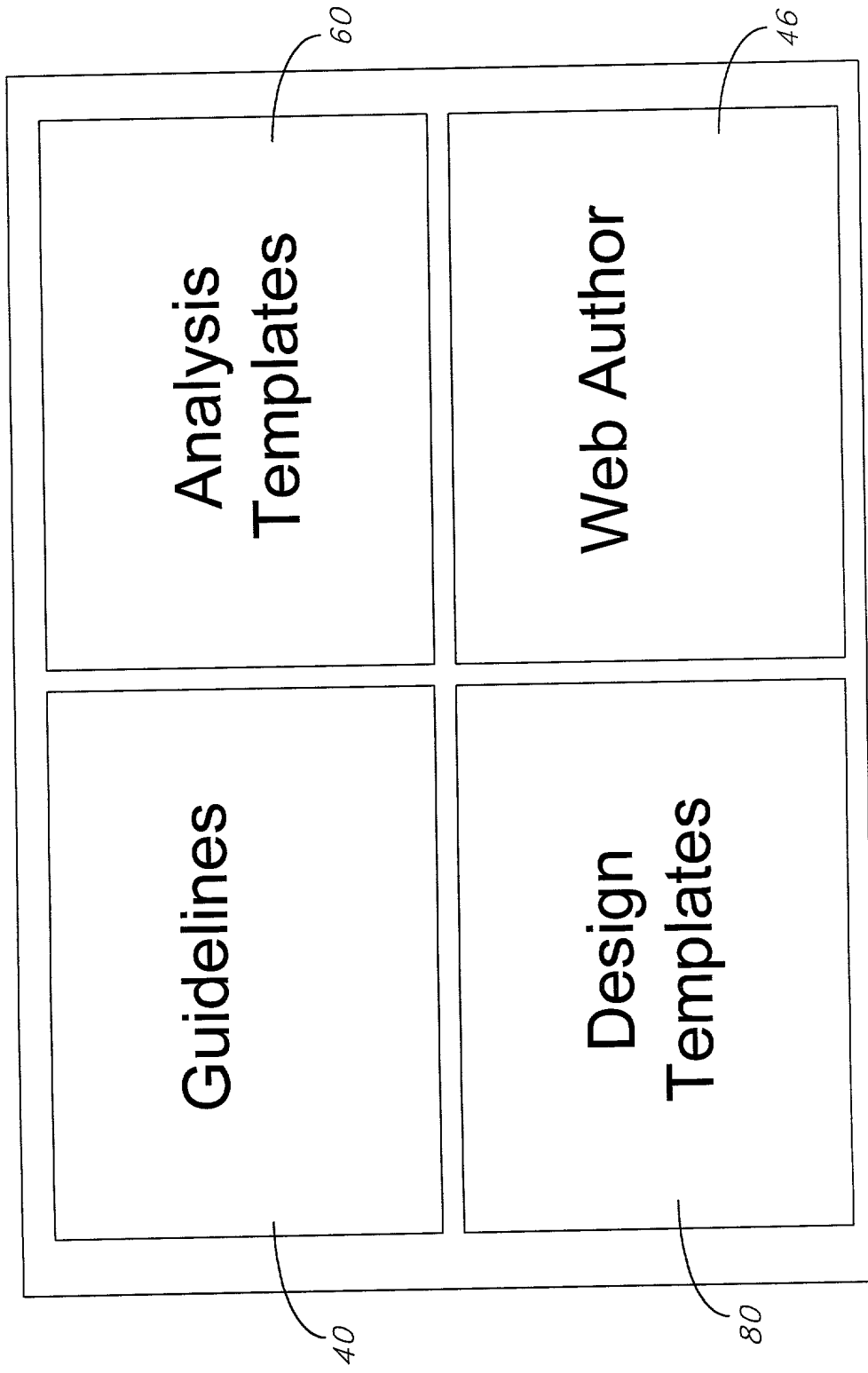


Fig. 22

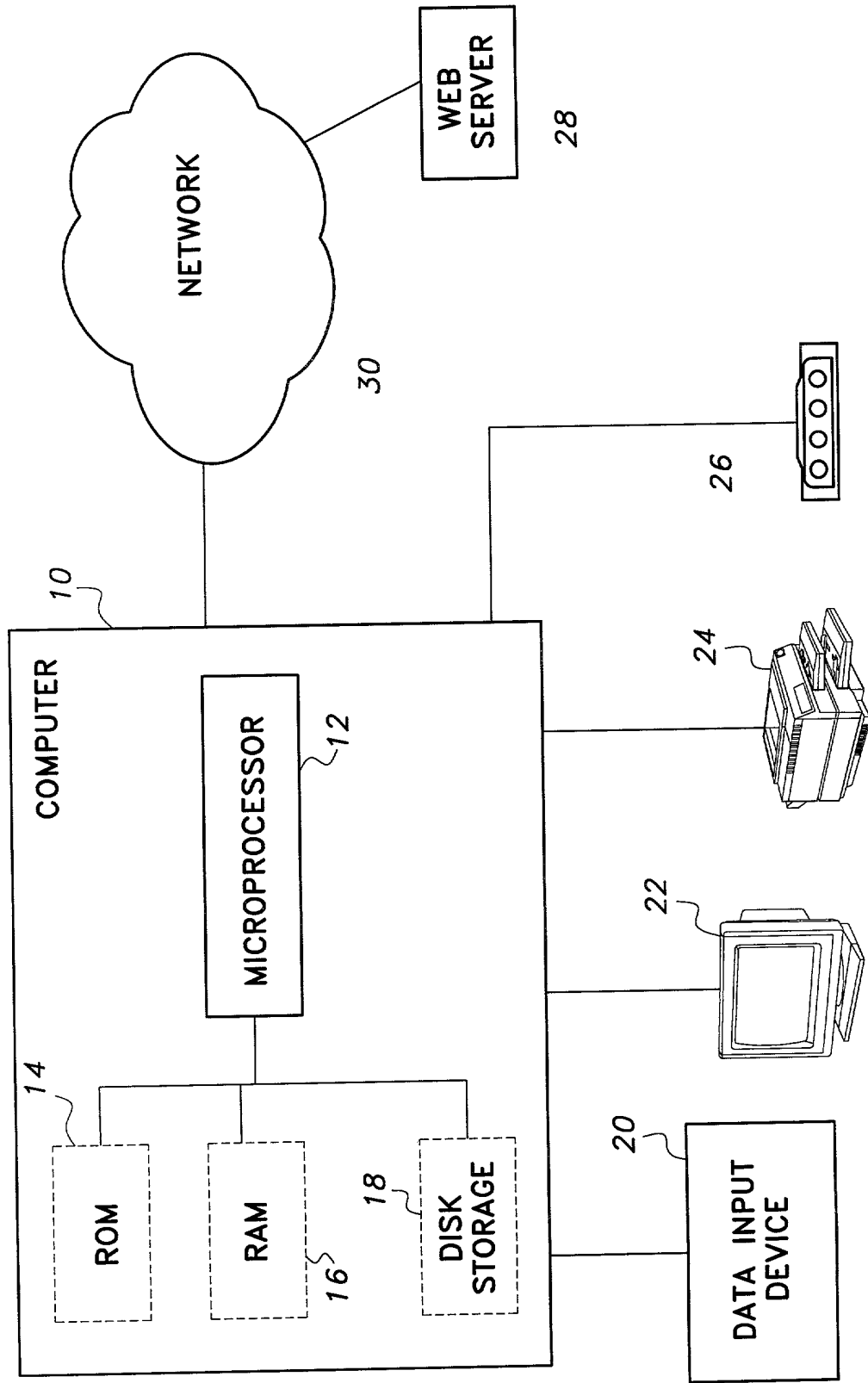


Fig. 23